DOCUMENT RESUME

ED 206 093 EA 013 867

AUTHOR Klein, M. Frances; Goodlad, John I.
TITLE A Study of Curriculum Decision Making in Eighteen Selected Countries.
SPONS AGENCY National Academy of Education, Stanford, Calif.
PUB DATE Sep 78
NOTE 86p.

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Curriculum Development; *Decision Making; Elementary Secondary Education; *Foreign Countries; *Government School Relationship; *Organization

ABSTRACT

The processes involved in curriculum development in 18 curriculum centers are explored in this study. Most, but not all, were national centers sanctioned in varying ways by the government in the following countries: Chile, Ethiopia, Finland, Ghana, Hungary, India, Iran, Israel, Japan, Kenya, Korea, Malaysia, New Zealand, Norway, Spain, Sweden, Thailand, and Venezuela. Data were obtained by a questionnaire and by interviews of personnel of selected curriculum centers. The processes utilized, what decisions are made, and who makes them were the major concerns of the study--not the products of curriculum planning. Individual countries are not identified in the data analysis and data are presented in tables as raw numbers with 18 as a base for each response. The study results are clustered into three broad categories for reporting: a general description of the centers, levels of decision-making, and organization of, and choices among, curricula. The processes used in curriculum development seem to consist of a one-way street from the Ministry, university, and center down to the local school, to the teacher, and finally to the student. There do not appear to be many opportunities for the local concerns of faculties, parents, and students to be communicated to those most involved at the societal level of curriculum development. The questionnaire and a list of the respondents are in the appendix. (Author/MLF)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED206093

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
[X] This document has been reproduced as received from the person or organization originating it.
[ ] Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

A STUDY OF CURRICULUM DECISION MAKING IN EIGHTEEEN SELECTED COUNTRIES

M. FRANCES KLEIN
In Collaboration with
JOHN I. GOODLAD

September 1978

EA 013 867

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
M.F. Klein
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

M. Frances Klein is Professor of Education and Director of the Curriculum Materials Center in the Graduate School of Education, Pepperine University, at Los Angeles, California. She is also a Research Specialist in the Research Division of /I/D/E/A/ at Los Angeles, California.

John I. Goodlad is Dean of the Graduate School of Education, University of California at Los Angeles, Director of the Research Program of /I/D/E/A/, Los Angeles, California, and a member of the National Academy of Education.

This report was prepared by the author with the assistance of a grant from the National Academy of Education (U.S.A.) and while serving as an Academy Associate. From time to time, the Academy funds proposals submitted by its members (in this case, John I. Goodlad), who in turn recommend individuals to conduct the study as Academy Associates with advice and counsel from the members submitting the proposals.

TABLE OF CONTENTS

Page

Chapter I 1

DEFINITIONS AND CONCEPTIONS OF CURRICULUM

Chapter II 11

HISTORICAL DEVELOPMENT AND DESIGN OF THE STUDY

Chapter III 19

RESULTS OF THE STUDY

Chapter IV 55

SUMMARY AND NEEDED RESEARCH

Appendix A 66

QUESTIONNAIRE USED FOR COLLECTING DATA

Appendix B 79

LIST OF RESPONDENTS

Chapter I

DEFINITIONS AND CONCEPTIONS OF CURRICULUM

One universal agreement among countries in the world today is that education is valued and schools are maintained as a primary institution for education. This is true for the eastern countries and the western countries, countries with highly centralized forms of government and countries with decentralized forms, the developed and the developing countries, the newly created and the geographically stable countries. All countries, regardless of political beliefs or geographical location, view schooling as being highly related to a better life for their citizens.

With this view of education, every country attempts to provide quality schooling for their students at every level. At the heart of every discussion of quality schooling is a concern for the curriculum. Much attention is paid to determining what students in the educational system are expected to learn--a common, but vague, definition of curriculum. Although there often is not agreement on what students should be expected to learn, there is certainly agreement that the processes and questions used in deciding what the students are expected to learn in the school system are a basic concern. The processes and questions involved in curriculum development are usually considered so important that many diverse groups attempt to influence them in most countries. While this process may be viewed as desirable by those who believe that schooling ought to be a more open, democratic, participatory activity, it may be viewed as "meddling" by those

who believe schooling ought to be in the hands of professionally trained educators. Regardless of how the attempts to influence or become involved in the processes of curriculum development are viewed in any country, the fact that the attempts are made creates a dilemma for those who are ultimately responsible for planning and implementing curricula.

Many questions of curriculum development and the concomitant tasks appear to be similar from country to country no matter where a country may be located, how developed it is, or what type of school system it has developed. Countries around the globe have set up differing systems for planning curricula, but attention still should be directed to similar tasks within these systems. Some of these persistent tasks center upon who will have something to say about curricular decisions, who will make the basic curricular decisions, what is to be taught, how it is to be taught, what materials will be used, how the success of the curriculum will be determined, how to obtain and allocate the always-limited resources, what specific tasks and functions are to be performed by persons and groups responsible for curriculum development, how to organize facilities and personnel to accomplish the necessary tasks, and what data to include and exclude from curriculum planning. Working at these tasks usually calls into operation the value structure of the individuals and groups who want to influence curriculum development, since developing curricula is a value-laden activity. This inevitably creates tensions among groups as they vie for the acceptance of their values about schooling and curricula. Curriculum development always involves trade-offs among the different

value positions of those who attempt to influence and participate in the decision-making processes.

This study explored the groups and individuals involved in some of these pervasive tasks in curriculum development in a variety of different systems of schooling. The data were obtained by a questionnaire and by interviews of personnel of selected curriculum centers. The processes utilized, what decisions are made, and who makes them were the major concerns of the study--not the products of curriculum planning.

The 18 curriculum centers which comprised the sample differed in a number of characteristics. Most, but not all, were national centers sanctioned in varying ways by the government of the country. They were located in widespread regions of the earth. Centralized governments and educational systems as well as decentralized ones were included in the sample. Developed and developing countries were a part of this study. All were similar in that a center was identified as having major responsibility for curriculum development for all or some part of the country.

Rationale of the Study

Curriculum is an ill-defined concept. It can take on several meanings within the context of the school system of any nation. Within the United States, for example, books written on the topic of curriculum development have widely varying definitions for curriculum. The rationale for this study drew upon several basic definitions and conceptions of curriculum development. These should be made clear since they heavily influenced what questions were asked of those participating in this study.

One of the major works on curriculuIm development was written by Ralph W. Tyler (1949). This monograph, orginally written as a syllabus for a university course, outlines a process which has significantly affected curriculum practice in many countries. Tyler identified four basic questions for planning a curriculum:

> "1. What educational purposes should the school seek to attain?
> 2. What educational experiences can be provided that are likely to attain these purposes?
> 3. How can these educational experiences be effectively organized?
> 4. How can we determine whether these purposes are being attained?" (pp. 1-2)

The answers given to these questions define a curriculum. These four basic questions were used as a part of the framework for this study, and an attempt was made to determine which of the questions are answered and by whom in the work of each country as people engage in curriculum development.

A precise definition of curriculum has been formulated by Goodlad (1966). He defines curriclum as ". . . a set of intended learnings" (pp. 11-12). In the development of his conceptual system, Goodlad identified three levels of curricular decision making: societal, institutional, and instructional. The questions which Tyler identified were modified and placed within these three levels of decision making. The societal level of decision making refers to decisions made at the level of the school's sanctioning body (Goodlad, 1966, p. 31). In the United States, for example, three divisions of societal decision making can be identified: federal, state, and local school districts. The values of any societal level or group underlie its educational aims or societal expectations for schools. Examples of societal decisions made

at a federal level in the United States are the recent actions which require that no discrimination in educational programs may occur on the basis of sex and the mandate to mainstream the handicapped into regular classes. At the state level, laws are sometimes passed which require teaching the effects of drugs and tobacco upon the human body, prescribe courses to be offered at periodic intervals in American history, and require a specific time allocation for teaching physical education. At the local school level, the school board may decide that the curriculum should teach students to value a pluralistic society or emphasize the basic processes of communication.

At the institutional level of curriculum planning, decisions presumably would be made in accordance with prior societal decisions about the aims and expectations for schools. Those who make societal decisions do so with the expectation that they will be implemented. The faculty of a school, however, may accept, modify, or reject the planning done at the societal level. If it is rejected, that phase of the curriculum will never be implemented. If it is modified, the societal directive will be implemented to some degree. If accepted, the local faculty uses societal decisions to guide further decisions regarding educational objectives and learning opportunities at the institutional level (Goodlad, 1966, p. 32). Examples of curriculum decision making at this level may be offering a specific social studies program for all eighth grades or deciding that a bilingual program will be implemented in all of the primary grades.

The instructional level of decision making is located in the classroom (Goodlad, 1966, p. 30). Here the precise definition of educational objectives and the planning of organizing centers (the

stimuli to which the student is to respond for learning) occurs (Goodlad, 1966, p. 30). The application of specific laws in science, accurate computation of long division problems, and comprehension of causes of civil wars are examples of specific educational objectives. Reading a book, viewing a filmstrip, writing a report, or going on a field trip are organizing centers that might be planned at the instructional level by the teacher.

Although this conceptualization may suggest that the way in which curricula get developed is in a rational, linear fashion, it is clearly recognized that this is usually not the case. Societal mandates for the curriculum sometimes are not known by teachers (Hill, 1979); and if they are known, they may be rejected or ignored. Institutional planing is an often neglected level of curriculum decision making (Griffin, 1979). Faculties do not engage in curriculum development very often. Teachers may or may not have the time, materials, and inclination to implement in their classrooms what is planned at the societal and institutional levels. There are many ways in which the various levels of curriculum development may get circumvented, ignored, rejected, or modified. It must not be assumed that this rationale describes the way in which all curricula actually do get planned; it does identify the levels at which some curriculum decisions may get made. This study utilized the Goodlad conception of three levels of decision making and attempted to gather data about curriculum development at all three in each country in the sample.

Tyler and Klein (1973) have extended the Tyler and Goodlad rationales for curriculum decision making into a fourth level: the personal level of curricular decision making. In this level, the

student is viewed as potentially having a significant, participatory role in determining his or her curriculum. Within this conception each of Tyler's four questions are applied at each of Goodlad's three levels of decision making, plus the fourth one of the personal level. The answers given to these questions at the four levels of decision making formulate a curriculum. This study also attempted to collect data regarding the personal level of decision making in curriculum development.

An ongoing study of curriculum has helped define the parameters of this report. In the Study of Schooling in the United States, which was supported by several philanthropic foundations and conducted under the auspices of the Research Division of /I/D/E/A/, a model of curriculum was developed consisting of different perceptions of what is or should be taught and learned. (For a report on this study, see Goodlad, 1977.) Each of the five perceptions is derived by using different data sources for examining "the" curriculum. The ideal curriculum is based upon the best and latest thinking of subject matter authorities and curriculum specialists, without great concern over limited resources. It is a model of curriculum toward which schools might aspire. The formal curriculum is composed of the expectations which people hold for the school, such as the expectations of parents, principals, supervisors, business organizations, legislators, religious groups, and other community and national groups. For all the data sources to be considered a formal curriculum, consideration must have been given to the commonplaces (Tyler's four questions, for example) of curriculum. If this has not occurred, a curriculum does not exist by this definition. If they are not a fully developed curriculum, they

are viewed as data sources from which a curriculum may be developed. Persons other than the classroom teacher are the decision makers for the formal curriculum; however, organizations of classroom teachers might be consulted and utilized as a data source. Societal expectations would be the primary consideration in developing the formal curricula.

The instructional curriculum is what the classroom teacher believes he or she is offering the students. Decisions about the instructional curriculum are made by the classroom teacher. Other curricular sources and decisions are screened through the teacher's set of values, competencies, and expectancies for his or her students. Added to these are the teacher's own ideas about what the curriculum should be. The resulting curriculum is the instructional curriculum.

There is often a gap between what teachers say they are offering their students and what actually is implemented in the classroom. The gap leads to another perspective of a curriculum--the operational curriculum. The operational curriculum consists of what actually does get put into action in the classroom--the kinds of questions asked, the texts read, the discussions held, the expectations communicated, etc. The data source for this is a highly skilled observer who documents what occurs in the classroom. The teacher is too involved in the processs of teaching to be able to objectively and comprehensively document precisely what is implemented.

The experiential curriculum is derived from what the student actually experiences in the classroom. There are two facets of this curriculum: what the student perceives as the curriculum being offered to him or her, and what he or she actually learns as a result

of being in the classroom. The data source for the experiential curriculum is the student, his or her perceptions and achievements.

Each of the five perspectives on curricula is derived from different data sources and yields a different picture of curriculum. The Study of Schooling, U.S.A. hypothesizes that each of the perspectives of curricula exists as a distinct entity and that some areas of discrepancy and agreement may exist among them in any school or classroom. (For further elaboration, see Goodlad, Klein, & Tye, 1979.) A summary of this model of curriculum is presented in Figure 1.

The study reported here, however, is concerned only with that perception of curriculum which is defined in the Study of Schooling, U.S.A. as the formal curriculum. No attempt was made to study the other perceptions of curricula as they may exist in schools in the various countries included in this study.

These definitions and conceptions of curriculum and rationales for curriculum development and research discussed above have guided the development of this study. In the next chapter the general design and procedures used are discussed; the data are reported in Chapter III. The concluding chapter summarizes the data and suggests some areas for additional research.

Figure 1

FIVE-STAGE CURRICULUM MODEL

Ideal Curriculum	Formal Curriculum	Instructional Curriculum	Operational Curriculum	Experiential Curriculum
Data Source	**Potential Data Source**	**Data Source**	**Data Source**	**Data Source**
Best available knowlege from subject matter specialists and curriculum specialists with unlimited resources.	1. Legislative decrees. 2. Available learning materials. 3. Biases of significant people in school and community. 4. Local school concerns. 5. State or district adoptions.	The teacher, his value screens, professional competencies and interests, and his assessment of students' needs, interests, and abilities.	Observation of what actually occurs in the classroom.	The student.
Definition	**Definition**	**Definition**	**Definition**	**Definition**
A model of curriculum toward which schools might aspire.	A written set of intended learnings for students. It will have been developed in relation to the curriculum commonplaces. Decisions are made by people other than the classroom teacher.	The curriculum which the teacher perceives that he is offering to his students.	The curriculum which is actually being taught or implemented in the classroom.	The curriculum which: 1. the student perceives is being offered to him 2. the student actually experiences--student outcomes or effects.

Chapter II

HISTORICAL DEVELOPMENT AND DESIGN OF THE STUDY

In January 1978, UNESCO sponsored a meeting in Moscow, U.S.S.R., which focused on the curriculum of general education. Thirty-three experts from twenty-two countries attended the sessions. Among the recommendations growing out of the deliberations of this group were the following:

1. Member states of UNESCO be assisted in the formation of national centers for curriculum development and research. The assistance was to be in the forms of financial support, consultants, training opportunities, and dissemination of information.
2. National teams concerned with curriculum development and research be brought together for a training session of a month or more to be followed by other meetings at regular intervals.

Acting on these recommendations, UNESCO invited Professor Benjamin S. Bloom of the University of Chicago to submit a proposal for a six-to-nine-week training program which would be in agreement with the above recommendations. The training program developed by Professor Bloom ultimately was approved by the UNESCO General Council, and International Association for the Evaluation of Educational Achievement (IEA) was invited by UNESCO to administer and take full responsibility for the program. This training program was held during the summer of 1971 in Gränna, Sweden. Twenty-three countries in

Africa, Asia, and South America sent as participants in the seminars teams of four to six persons who had responsibilities for curriculum development. In addition, three countries sent individual observers (Report of the International Seminar for Advanced Training in Curriculum Development and Innovation, 1971).

At the end of the conference, a group came together under the leadership of Ralph W. Tyler to recommend follow-up activities to the seminar in Gränna. The recommendations suggested the development of a small, international group to be closely related to or a part of UNESCO which would continue activities similar to those conducted in Gränna. Curriculum concerns would be explored by members; international assistance for the education of personnel engaged in curriculum development and evaluation would be available; reports of approaches to common problems in curriculum development among countries would be shared; and a network of information and visitation exchange would be developed.

As a beginning effort in setting up this new international group, a planning session for the formation of an International Curriculum Organization (ICO) was held at the International Institute for Educational Planning from November 30 to December 2, 1972, in Paris, France. After a series of visits by Benjamin S. Bloom to selected curriculum centers around the world, it was determined that a core of 12 to 15 countries which had curriculum centers and a strong commitment to curriculum development and research would be invited to the planning session in Paris (The International Curriculum Organization, 1972).

Prior to the Paris planning meeting for ICO, John I. Goodlad proposed to the National Academy of Education (U.S.A.) a study of the levels of decision making in curriculum development occurring in countries other than the United States. More specifically, Goodlad proposed to investigate the degree to which the conceptual system for curriculum and instruction which he had formulated (summarized in Chapter I) had applicability in other countries (Goodlad, 1966). He was interested in what groups and individuals participate in the processes of curriculum development at the various levels of decision making and in what ways they participate.

The ICO planning meeting offered an opportunity to begin the study with the delegates from the countries represented. M. Frances Klein had been invited to be the Academy Associate for the study and subsequently attended the ICO planning meeting in Paris. Attempts were made to gather preliminary data from the delegates about their centers through informal interviews with individuals and through the information shared at the formal business sessions. The business sessions were structured so that the delegates of the various countries reported the functions, procedures, activities, and problems within their curriculum centers. If there was no single curriculum center within a country, the delegate reported how curriculum development occurred, along with the problems and successes within the procedures utilized. The information obtained at these meetings and through informal interviews of some of the delegates proved to be an important resource for developing the questionnaire designed later for gathering the data in this study.

Toward the end of the conference, a brief period of time was devoted to an explanation of this study, and the cooperation of the delegates in collecting the data was requested. It was generally agreed that the study had the potential of contributing to needed knowledge about curriculum development as it occurs in various countries and that the sharing of this information was very desirable. The delegates agreed to cooperate in the conduct of the study.

Utilizing the data obtained from the ICO organizing conference and the curriculum conceptions and rationales as identified in Chapter I as guidelines, an extensive questionnaire was developed as the means of collecting data for the study. Because there was such diversity among the countries represented at the ICO meeting regarding the ways in which curricula were planned, it was agreed that a draft of the questionnaire would be sent to all delegates before they were asked to answer it. The participants were asked only to critique the questions and responses given on the questionnaire in relation to their own procedures and tasks for curriculum development. If the questions and possible responses did not reflect those conditions, the participant was asked for suggestions so that the questions and responses could be modified to more closely reflect the conditions in that country. The first draft was mailed to all delegates and organizers of the ICO organizationl meeting during early spring, 1973.

It was hoped that the study might be made as helpful as possible to all of the participants by collecting not only information the author of this report was interested in obtaining, but also information which would be of interest to the personnel of the various centers. Thus, broad suggestions and directives for the questionnaire also were

solicited so that any particular concerns or interests of a participant might be reflected in the final draft.

During the summer of 1973, M. Fances Klein visited the curriculum centers of Ghana and Kenya. A preliminary version of the questionnaire was used in an interview with a representative of each center. Using the results of these two interviews and the suggestions for modifying the preliminary draft from all the participants who responded, a final form of the questionnaire was developed (see Appendix A).

Content of the Questionnaire

The questionnaire was sent to the participants for completion in early December 1973. The final form of the questionnaire was a lengthy one--14 pages containing 33 questions. The questions were organized in three broad categories: (a) A description of the center, including, for example, functions, funding, problems and successes (see questions 1,2,15,17,18,19,20,21,22,23,24,25,26,27,28,29,30,31, & 32);[1] (b) levels of decision making according to the Goodlad conceptual system (see questions 3,4,5, & 12 for societal concerns, questions 6,7,9, & 16 for institutional decision making, and question 10 for instructional decision making) and the Tyler-Klein extension (see question 11 for the personal level); and (c) the organization of and choices among curricula (see questions 8,13, & 14).

The sample for the study originally was intended to be those countries represented in the organizational meeting of the ICO, but

---

[1]This category included the additions to the questionnaire as suggested by individual participants to reflect their own interests and concerns.

ultimately was enlarged to include other countries represented in John I. Goodlad's 1971 seminar on curriculum in Gränna, Sweden. The decision to include the additional countries enlarged the sample from 12 to 20 countries. The questionnaires were completed, and most were returned in early spring 1974 by officials from the following countries: Chile, Ethiopia, Finland, Ghana, Hungary, India, Iran, Israel, Japan, Kenya, Korea, Malaysia, New Zealand, Norway, Spain, Sweden, Thailand, and Venezuela (see Appendix B for the names of the respondents). Data sometimes were supplemented with printed reports and official documents. In addition to the questionnaires received from the above countries, limited information about the curriculum development processes utilized in Scotland and the Netherlands was received. Their replies were of a different nature than the replies of the other respondents and were not included in the summary of the data for this report. These two countries had no national center or centralized procedures for curriculum development and as a result the respondents found it difficult to answer the questionnaire.

Several limitations and constraints were encountered in this study and need to be made explicit. First, the underlying notion of levels of decision making in the questionnaire seemed to make it difficult for some respondents to reply to all of the questions. Although respondents were encouraged to make suggestions during the construction of the questionnaire and to answer the final questionnaires so that their own situation would be reflected, some indicated that a few specific questions were not applicable to their countries for various reasons.

Second, there was a considerable time lapse after the organizational meeting of ICO in Paris where the study was initiated until the

final questionnaire was received back in Los Angeles, California. By the time the questionnaire was received by the respondents, it is undoubtedly true that they were busily engaged with the ongoing pressures and demands of their regular responsibilities. Filling out a 14-page questionnaire was an additional burden, and a formidable one at that. Therefore, it is not surprising that a letter from John I. Goodlad had to be sent to some respondents reminding them of the questionnaire and of the importance to the study of receiving as many of them as possible. It is very possible that this time lag reduced the enthusiasm and interest which was initially expressed for the study. It could be that this reduced enthusiasm was reflected in the care and completeness of the answers given to some questions. Most respondents, however, were careful to fill out the questionnaire very comprehensively.

A third limitation of the study has to do with the technical language used in the questionnaire. Some of the terms used have rather precise meanings to curriculum specialists in the United States but may not convey the same meanings in other countries. The effect of this possibility, however, has been minimized by discussions among the participants in two meetings; the seminars in Gränna and the planning sessions for ICO in Paris provided some common understandings of the terms used in the questionnaire. It may be true, nonetheless, that a form developed in English and based on the procedures applicable in the U.S. for curriculum development have some difficulty with clear translation into other languages and cultures. No respondent, however, suggested that the terminology used in the questionnaire was unfamiliar or difficult for him or her to use.

Fourth, on occasion the respondents from some countries seemed to have some reluctance to openly state problems which they were confronting. Although most of our respondents seemed to be willing and even eager to discuss freely any aspect of their work, it may be that there was some resistance to being completely honest and frank in the answers given to some items in the questionnaire.

Chapter III

RESULTS OF THE STUDY

The results of the study reported here constitute a summary of the responses given on the questionnaire by one representative of each curriculum center in the 18 countries replying to the request for data. There was no attempt to limit the number of responses to any single question, and none of the answers required a single forced choice. Each respondent was requested to check as many responses to the questions as needed in order to represent his or her situation. No attempt was made to track what combinations of items each respondent chose. Where the stems provided to the questions were not appropriate, the respondent was asked to supply the answer in his or her own words. The results are presented, therefore, as raw numbers with 18 as a possible base for each response. Not much grouping or collapsing of responses into broader categories was done since it was assumed that the respondents would be interested in the array and variation of responses from all other respondents. The results have been clustered into three broad categories for reporting in this chapter: a general description of the centers, levels of decision making, and organization of and choices among curricula.

Description of the Centers

The major functions of the centers include curriculum development, research, and evaluation. Virtually all respondents listed these as common activities. Most centers had at least a primary concern, but usually not an exclusive concern, for curriculum development at

the primary and secondary levels of schooling. Only two respondents reported that no other groups in the country were engaged in curriculum development work. The reported tasks of curriculum development for schools include educational needs assessments for the country, identification of curriculum goals, reviewing and assessing current curricula, planning new curricula to be implemented in the future, defining and improving content for new curricula, developing teacher guides and syllabi, improving teaching methods to be used in the implementation of new curricula, and developing media and print materials to accompany curricular plans. Curriculum research and evaluation activities included assessing student outcomes and school achievement. The conduct of inservice programs for teachers, educational planning and management, dissemination of information about curricula, and maintaining a liaison with teacher centers were other activities for which the centers were responsible.

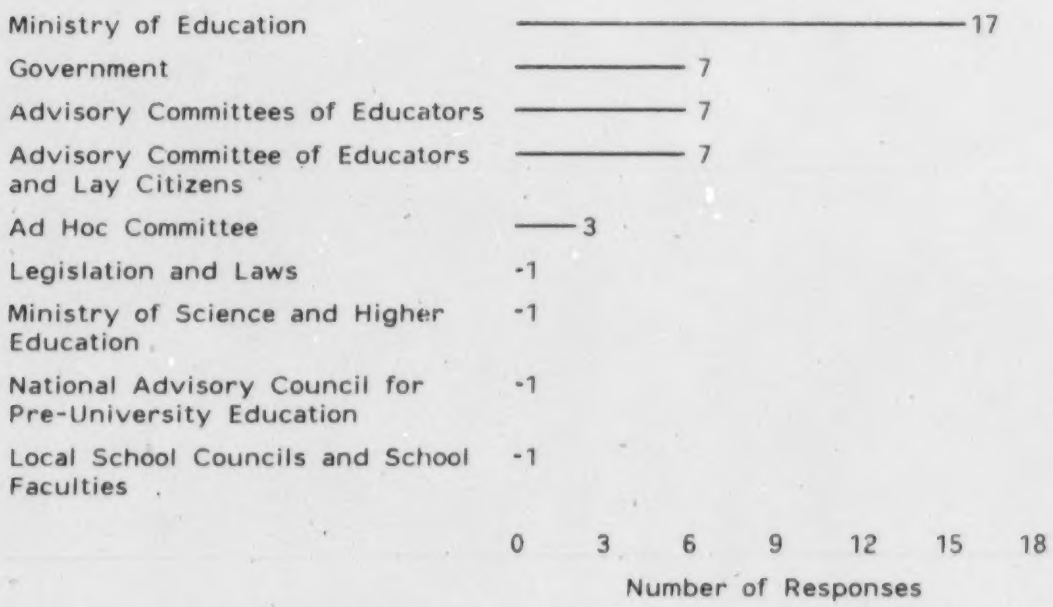
All but one of the centers reported being under the Ministry of Education or associated with an institute of education. Often they are organized as a branch of the Ministry while other agencies of the Ministry operate in a parallel fashion with the curriculum centers. These other agencies often have broad responsibilities for research, evaluation, and teacher training.

The data summarized in Table 1 indicate that the Ministry of Education is involved in determining these functions for all but one center and that the government in general was named as determining the functions by slightly less than half. Also named as groups important in determining the functions were advisory committees of educators, advisory committees of educators and lay citizens, and

ad hoc committees. Legislation and laws, Ministries of Science and Higher Education, and National Advisory Council on Curriculum for Pre-University Education were each reported once as helping determine the functions of the centers. One respondent also reported that the local school councils and local school faculties indirectly help determine the purposes, aims, or functions of the curriculum center. Table 1 shows very clearly that the functions of the centers are determined primarily by governmental agencies, with several types of advisory committees having input into deciding what the functions of the center will be.

Table 1

Who Determines the Function of the Centers



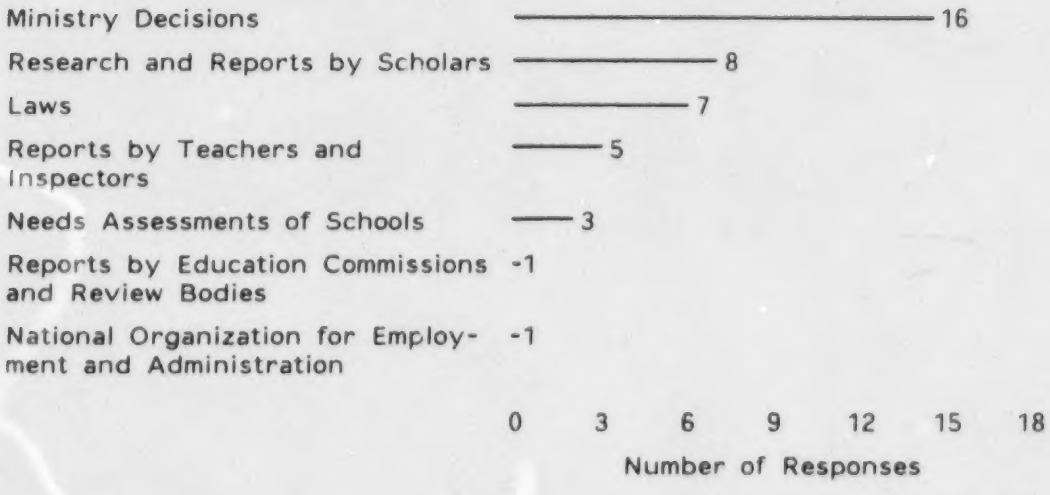
The composition of the advisory groups was not always given, but several strongly suggest a representation of largely professional people. Only three clusters of responses suggest the involvement of

lay citizens in determining the functions of the centers: advisory committee of educators and lay citizens, ad hoc committees, and local school councils and school faculties. The input of lay citizens in determining the functions of the center would seem to be considerably less than that of government officials and professional educators.

The ways in which these various groups exert their influence in determining the functions of the center as reported by the respondents are shown in Table 2. All but two indicated that ministry decisions are the way in which most centers are influenced. Almost half of the respondents reported that research and reports by scholars also were ways in which influence was expressed in determining the functions of some centers. Some respondents named as avenues of influence in helping to establish the functions of the centers laws, reports by teachers and inspectors, needs assessments of schools, reports of education commissions or review bodies, and a national organization for employment and administration.

Table 2

Ways in Which Influence Is Exerted on Functions



From the responses to this item, a close relationship to the Ministry is apparent, with educators and scholars having input in various ways to determine the functions in some cases. It appears, again, that lay citizens representing other segments of society such as cultural groups, business and religious interests, either as groups or individuals, have limited ways of exerting influence on the functions of the centers. Students and parents are never mentioned specifically as groups having direct influence upon or input into the functions of the centers.

Resources of Centers

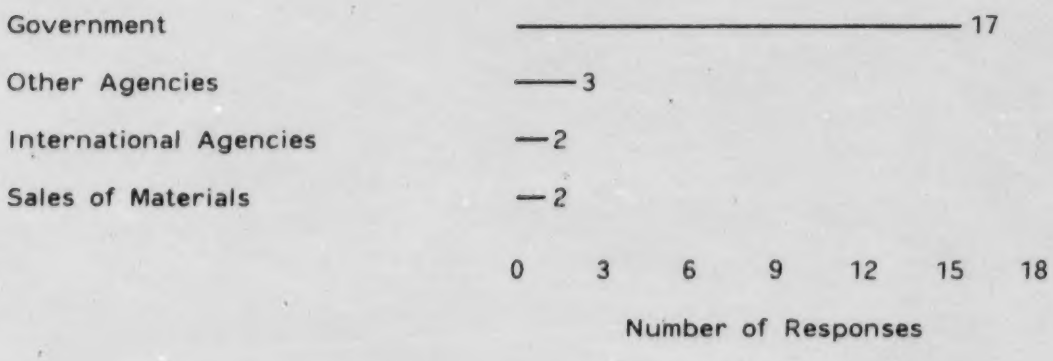
The range of full-time professional people employed by the centers was from seven to 145. Most of the respondents reported from 17 to 45 professional people employed full time. All of these had major responsibilities for curriculum development. The range of full-time non-professional support staff was three to 43, with most centers having from five to 15. For part-time, non-professional support staff, the range was zero to 30, with one respondent reporting this number as variable. The total size of the staff having responsibilities for curriculum development ranged from 10 to 300 if all the inspectors of schools were included. Considering the importance and complexity of the tasks the centers are responsible for achieving in relation to the numbers of full-time professional personnel and support staff available to them, one might question whether many of the centers are adequately staffed for curriculum development.

The primary and almost sole source of financial support is through government funding. The amounts and periods of time

involved in funding procedures were asked for but were so inconsistently reported that these data could not be summarized. Only a few respondents reported other sources of funding: grants from other bodies or international agencies, and income from sales of materials developed and published. These data are summarized in Table 3.

Table 3

Sources of Funding

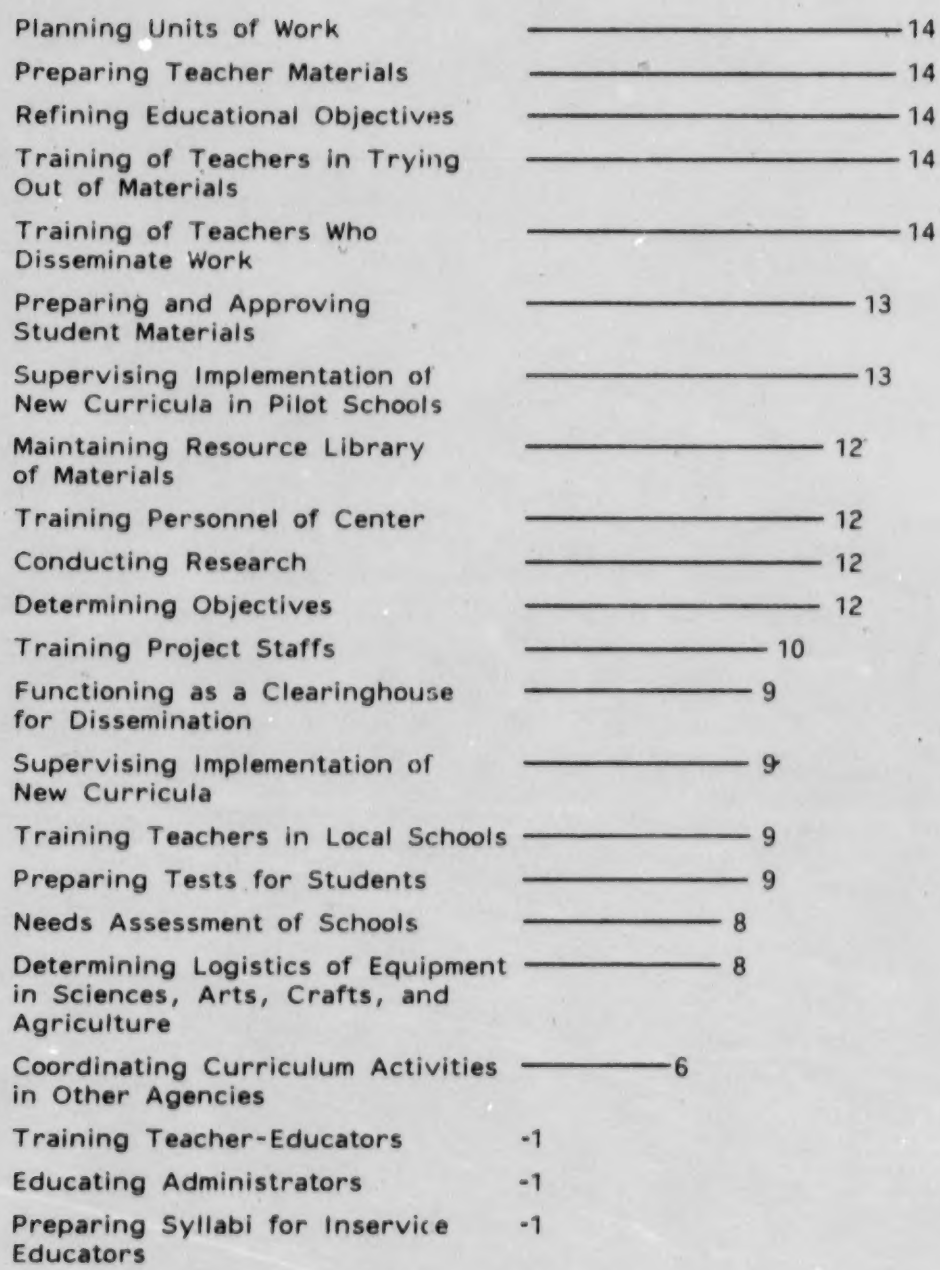


Tasks of Centers

A wide array of specific activities was reported as being conducted by the staff of the centers. The individual responses are summarized in Table 4. The responses can be summarized into six broad categories of activities conducted by the centers: developing and refining educational objectives; planning units of work with accompanying materials; training of staff, university, and field personnel; supervision of new curricula in pilot schools and later in typical schools; conducting research; and providing resources and services for curriculum development activities. Two other responses not included in these categories are needs assessments of schools and coordination of curriculum activities in other agencies.

Table 4

Activities Conducted by Centers


Planning Units of Work 14
Preparing Teacher Materials 14
Refining Educational Objectives 14
Training of Teachers in Trying Out of Materials 14
Training of Teachers Who Disseminate Work 14
Preparing and Approving Student Materials 13
Supervising Implementation of New Curricula in Pilot Schools 13
Maintaining Resource Library of Materials 12
Training Personnel of Center 12
Conducting Research 12
Determining Objectives 12
Training Project Staffs 10
Functioning as a Clearinghouse for Dissemination 9
Supervising Implementation of New Curricula 9
Training Teachers in Local Schools 9
Preparing Tests for Students 9
Needs Assessment of Schools 8
Determining Logistics of Equipment in Sciences, Arts, Crafts, and Agriculture 8
Coordinating Curriculum Activities in Other Agencies 6
Training Teacher-Educators 1
Educating Administrators 1
Preparing Syllabi for Inservice Educators 1
0 3 6 9 12 15 18
Number of Responses

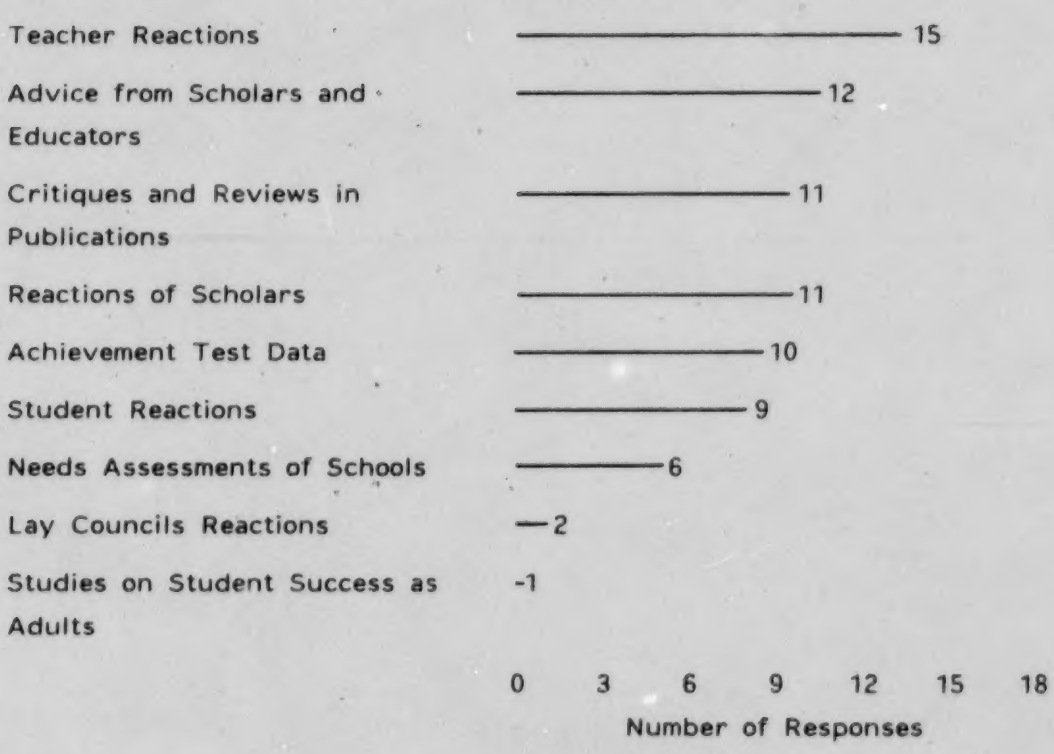
When these activities are considered in relation to the four questions raised by Tyler, the concern for objectives is very apparent. The questions about selecting learning experiences or opportunities and organizing the curriculum appear to be inherent in several of the activities reported: production of teacher and student materials; planning of units of work; training of pilot teachers to use the new curricula; and work done in implementing the new curricula. The evaluation of student growth, the fourth question identified by Tyler, appears to receive less emphasis than the other three questions since it was reported by only nine respondents. Each of the questions raised by Tyler would not seem to be considered by every center, however. Looking at the number of responses to each single activity, it would appear that only about half of the centers might be addressing themselves to all of the questions posed by Tyler as being necessary in curriculum development.

When this array of activities is considered in relation to the number of people reported by the respondents as being employed by the centers, the adequacy of the staff might be questioned again. The range of 17 to 45 full-time employed professional people reported by most respondents would seem to be small when compared against the long list of activities named.

The centers attempt to follow up the curricula they develop in a variety of ways. The types of follow-up activities are reported in Table 5. The types of data most often used are teacher reactions, advice and reactions from scholars, data from students (reactions, test scores, and long-range studies), and critiques and reviews in publications. Also used were needs assessments of schools and lay council

Table 5

Follow-Up Activities on Curricula



reactions. It is difficult to tell for certain what specific data sources are used in the latter three, but for the first two, critiques and reviews and needs assessments of schools, professional interests surely would be reflected. Only in the latter category of lay council reactions is there clearly an attempt to tap parents and other lay groups as a major source of reactions, and only two respondents reported this as a procedure for following up curricula.

From the range of responses given regarding the frequency with which the above types of data are collected, only four were reported more frequently than sometimes, occasionally, or rarely. Teacher

reactions, scholar reactions, student achievement test data, and student reactions were reported as being collected continuously, or several times yearly. This reflects a limited range of data being collected rather frequently to document the success and problems of new curricula. It would be very interesting to know what types of teacher, student, and lay council reactions are asked regarding the curricula and how these reactions are used. The data in this study did not make this clear.

Curriculum development is apparently never ending, but always is under some type of review for most centers. This involves additional tasks which the centers perform. Curricula were reported to be in the process of continuous revision by seven centers. Specific periods of time reported for the reviewing and updating processes were sporadic (five centers), 10 to 20 years (five centers), and one to five years (two centers). The process of revision centered upon the general curriculum in six centers, with math and/or science receiving specific attention in four centers. Teacher views was the single most often reported criterion for deciding to update the curriculum (four centers), while the reports of inspectors and field works, and international experiences were each cited twice as being the bases upon which updating occurs. Other criteria reported once as being the reason for updating the curriculum were ad hoc committees and seminars in subject areas, Ministry decisions, state department decisions, views of university personnel, views of institute of education personnel, evaluation by the center, student performance, and research.

When asked specifically about what data are collected on a systematic basis of yearly or several times a year which would presumably affect decisions on whether to revise curricula, the respondents named teacher reactions to curricula, achievement test data, student reactions, and reactions of scholars to curricula. Other types of data appear to be collected on a less systematic schedule.

Although curricula once planned are not assumed to be permanent, the time spans for revision are rather broad and not well defined for some centers. The extent to which the revisions are minor, such as editing or limited content changes, or whether major revision occurs, such as reformulating the objectives and redefining the content or methodology is not indicated in the data.

Problems Faced by Centers

Several questions in the survey attempted to identify the problem areas which centers face now and in the future. Problems reported as existing now were of a wide variety and are summarized in Table 6. Few centers seemed to face the same problems. Heading the list in highest frequency were responses dealing with the lack of or need for training of personnel, both center staff and teachers. Processes more closely associated with curriculum development account for nine of the categories: describing goals, school and curricula reform or renewal, evaluation and research, developing materials, developing general principles and procedures, and studies on child development. Responses such as coordination of new centers and developing new ones, problems in decentralizing, creating a balance between central control and local autonomy, and the need for administrative support suggest that several centers see problems with the role which their

Table 6

Problems Faced Now By Centers

Lack of Personnel 6
Training of Center Staff 6
Retraining of Teachers 4
Formulation of Curriculum Development Principles and Procedures 4
Renewal of Curricula 3
Assessment of Results of Curricula or of Educational System 2
Coordination of Agencies Involved in Curriculum Development 2
Organization of New Centers or Reorganization of Existing Centers 2
Need for Assistance from International Agencies 2
Lack of Foreign Reference Materials 2
Inadequate Facilities 2
Local Studies of Child Development 1
Describing Goals of Curriculum 1
Decentralizing Inservice Program 1
Slow Pace of Materials Productions 1
Secondary School Reform 1
Administrative Support 1
Conducting Evaluation Activities and Research 1
Creating Balance Between Central Control and Local Autonomy 1
Audio-Visual Equipment Design and Evaluation 1
No Problems 1
0 3 6 9 12 15 18
Number of Responses

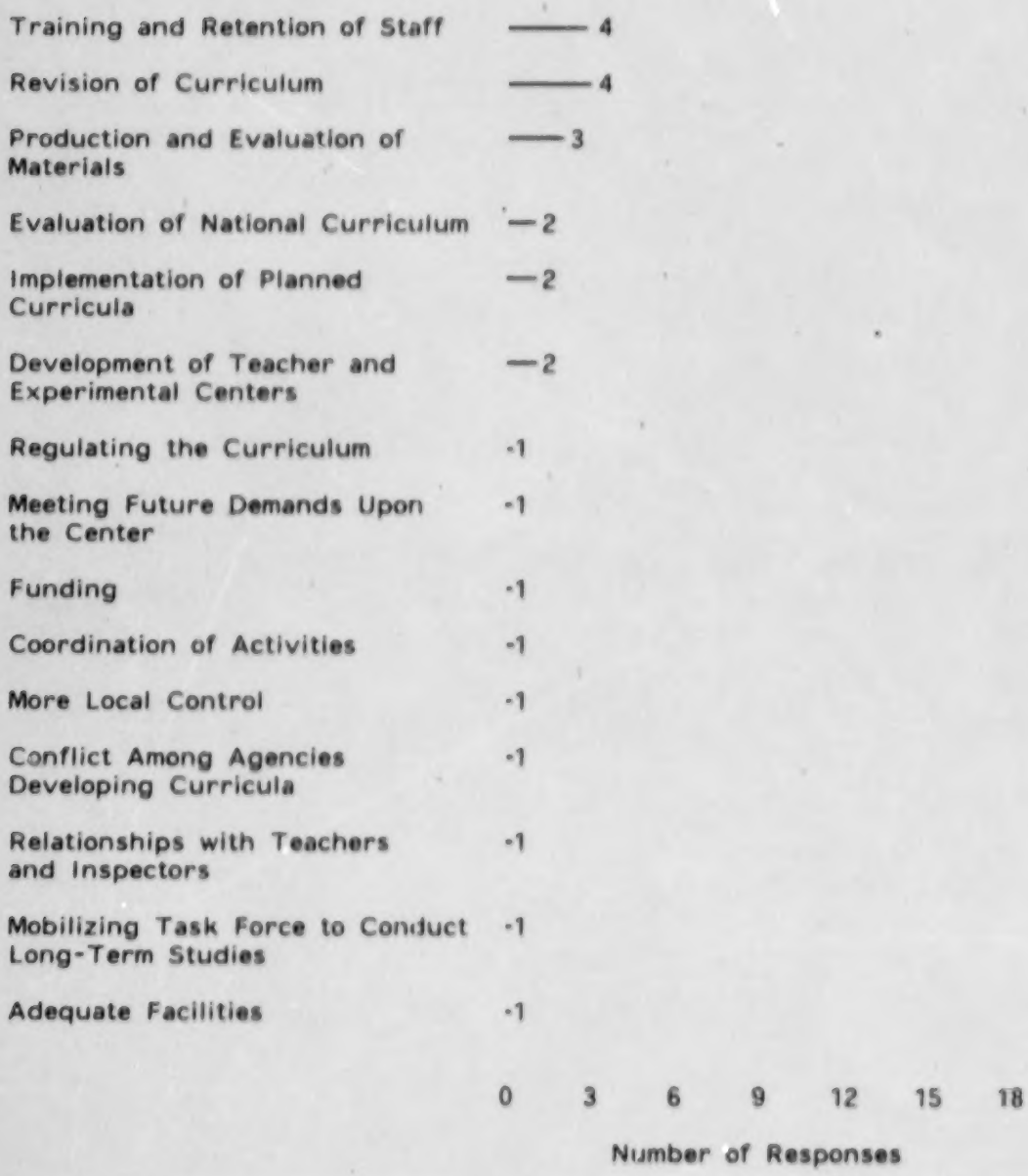
centers are playing and should be playing in curriculum development. These responses also suggest that some of the centers are aware of the need to coordinate their efforts with other agencies and groups. It is interesting to note that some of the centers were citing problems which involve international assistance: need for assistance from international agencies and lack of foreign reference materials.

Another item in the questionnaire asked what long-range problems were being faced by the centers. As with the immediate problems reported, there was a wide range of responses with relatively little overlap. The processes involved in curriculum development, such as revision, production, and evaluation of materials; evaluation, regulation, and implementation of curricula; and conducting long-term studies accounted for almost half of the responses. Training and retention of staff were identified as long-range problems by four respondents. Again, the role of the center was a long-range concern as judged by responses such as meeting future demands, funding, coordination of activities, relationships with teachers and inspectors, and adequate facilities. A concern for the relationship of the center to other agencies and groups was reflected in responses which noted the need for teacher and experimental centers, more local control, and the existence of conflict among agencies which are engaged in curriculum development.

There is considerable similarity between short-range and long-range problems of the centers as seen by the respondents. The same types of problems in curriculum development were cited in response to both questions. Effective teacher training, the need for additional

Table 7

Long-Range Problems Faced By Centers



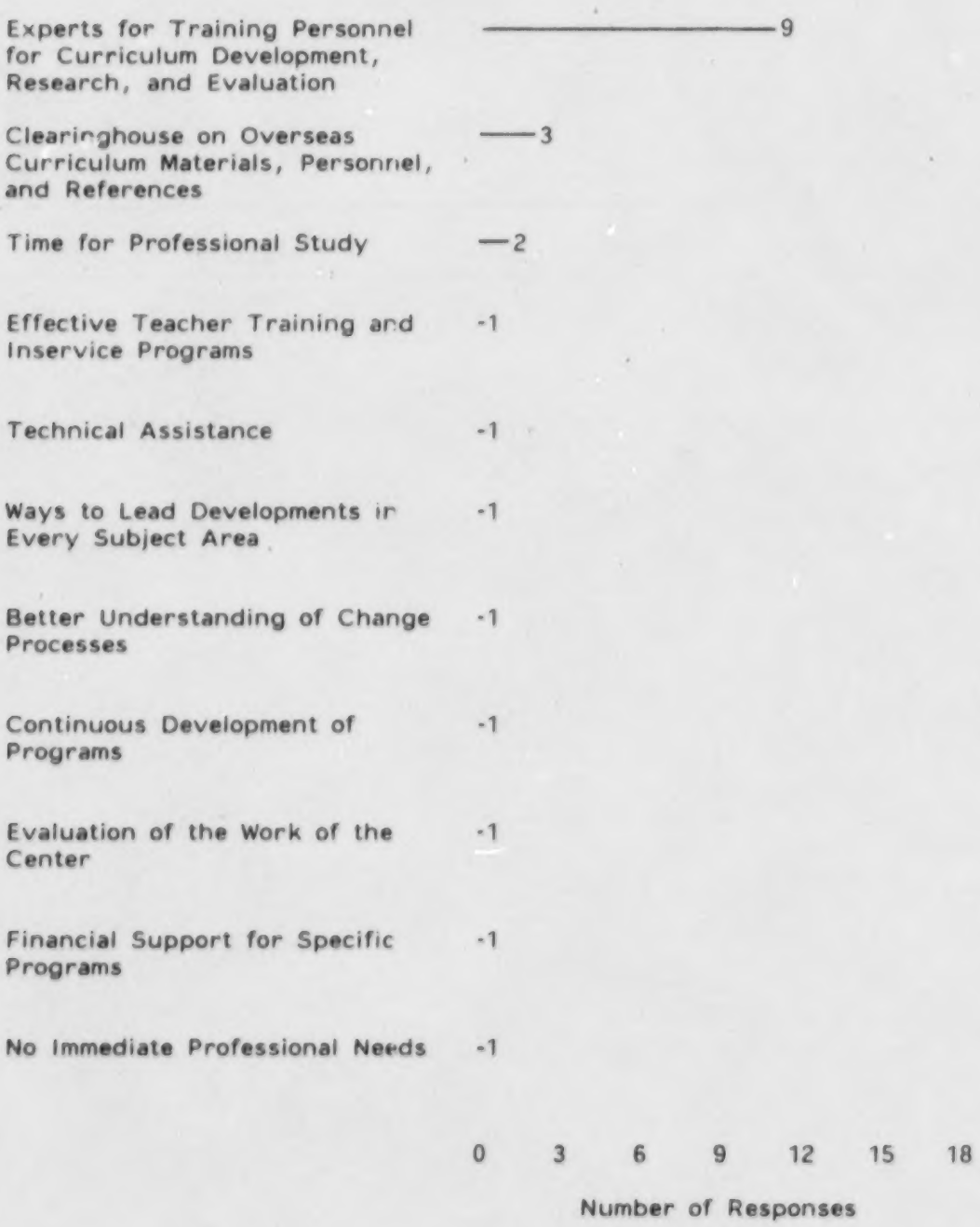
support of several types, and the need for other services to be developed to support the work of the center appear in the answers to both questions. Also, the role of the center and its relationship to other agencies and groups were seen as both long-range and immediate problems by some respondents. Problems concerned with the training and retention of center staff members were mentioned as being both long-range and immediate, although a few more respondents tended to see this as a more immediate than long-range problem. The similarities between the two sets of problems seem to suggest that the immediate problems are not going to be solved in the near future and are seen by the respondents as plaguing them as continuing, long-range problems. It is clear that no easy answers exist to the kinds of problems reported as being faced by the centers. Increased local control and minimizing conflict among different agencies which develop curricula pose problems which go beyond the immediate need for more money and trained personnel. Some of the problems mentioned would not be easily solved even with increased financial and personnel support. They require new or different conceptualizations and structures in addition to money and people.

Needed Resources of the Centers

The resources needed to successfully meet these problems were the concern of two items in the questionnaire. Staff personnel again is a significant immediate concern as shown in Table 8. The major resource needed immediately by half the respondents is for experts to train personnel in curriculum development, research, and evaluation.

Table 8

Resources Needed to Help Resolve the Immediate Problems

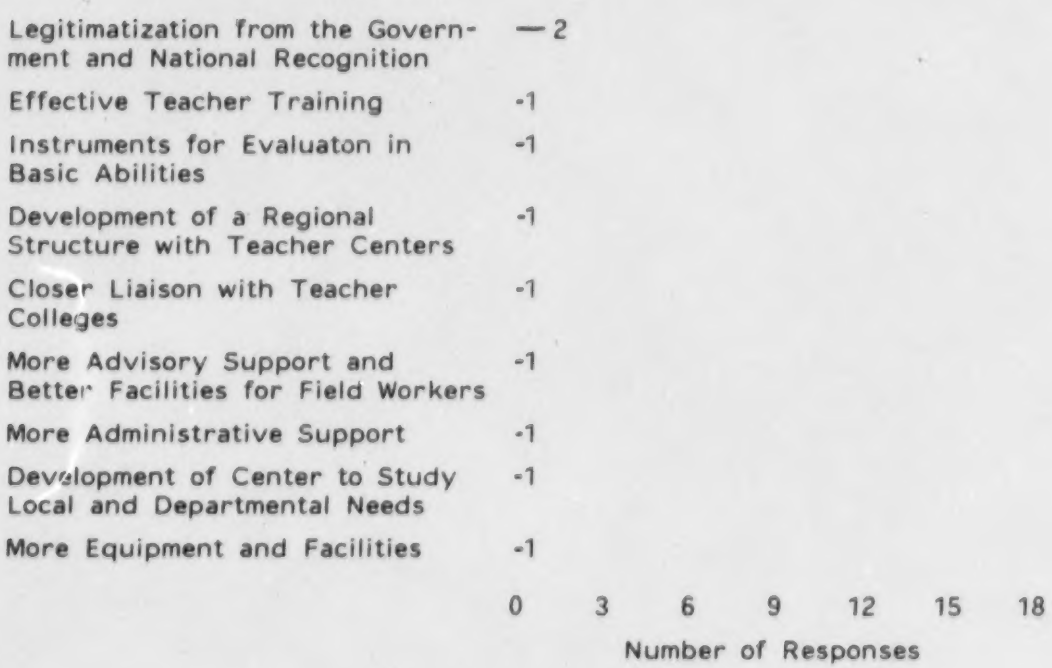


Three respondents identified a clearinghouse on overseas curriculum materials, personnel and references; and two respondents replied that time for professional study was needed. The other needs cited each by one respondent were for financial support, technical assistance, teacher training and inservice programs, resources for continuous development, understanding of change, and evaluation resources.

Resources needed for resolving long-range problems were varied, with only two respondents naming the same needed resource (see Table 9). Responses clustered into more support needed of several types (recognition, advisory, and administrative), structure, and relations for accomplishing the work of the center, effective teacher

Table 9

Resources Needed to Help Resolve Long-Range Problems

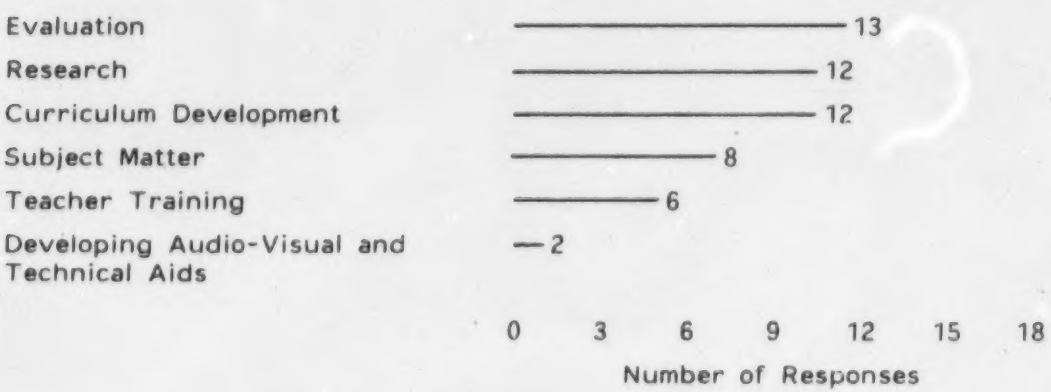


training programs, evaluation instruments, and more equipment and facilities. As the list of resources is examined, it becomes apparent that the need for financial support is not often cited; the need is for better programs, services, ideas, and processes in curriculum development. These clearly involve financial resources, but the respondents seem to be emphasizing the need for ideas and expertise more than direct financial support.

It was anticipated that the need for trained personnel would be cited by several centers, and so a separate question about it was asked. Specific information was requested on the areas for which assistance in training of various personnel was needed. Again, training of center personnel and of teachers were reported often as areas needing assistance. Well over half the respondents noted that personnel in the center needed training in each of the areas of evaluation, research, and curriculum development. Other areas of needed training were in subject matter, teacher training, and developing teaching aids. These responses are shown in Table 10.

Table 10

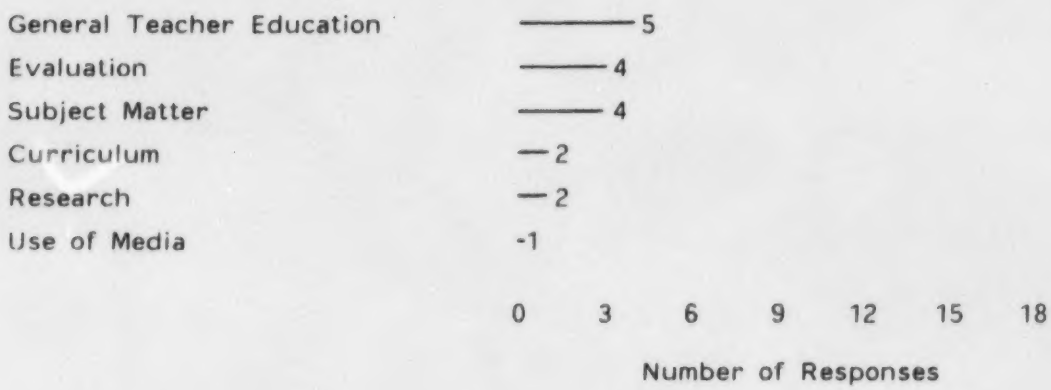
Areas for Which Assistance is Needed in Training of Center Personnel



In the opinions of the respondents, teachers also needed training in general teacher education, evaluation, subject matter, curriculum, research, and media (see Table 11). Other personnel reported in need of training were Ministry personnel in the areas of curriculum, research, evaluation, and teacher training; university personnel in the

Table 11

Areas in Which Teachers Need Training



areas of teacher training, research, evaluation, and curriculum; and National Board of Education personnel in evaluation, curriculum, teacher training, and research (see Table 12).

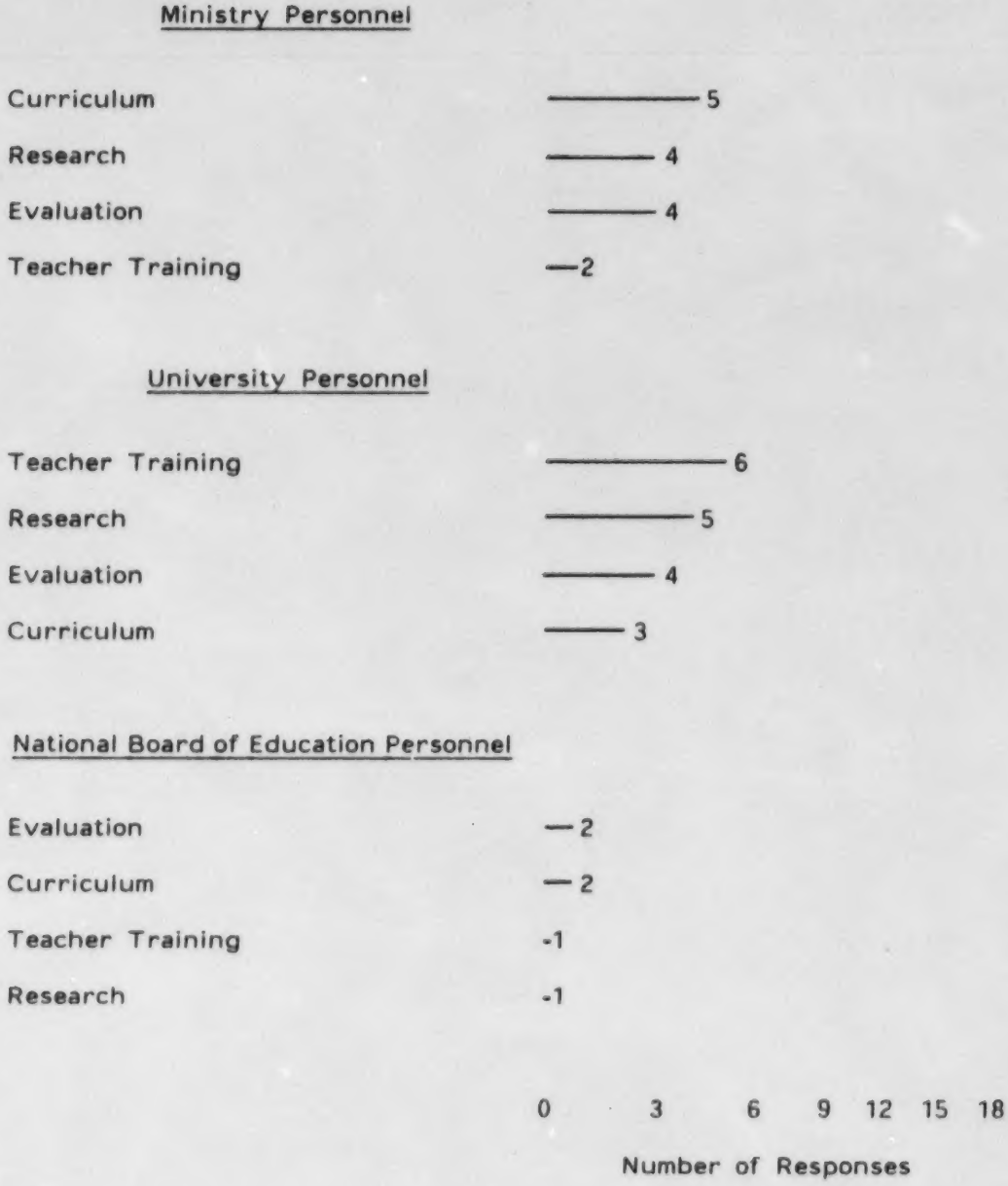
The responses emphasize the needs of the center staff and teachers, as might be expected. It is interesting to note that the need for trained personnel in curriculum, research, evaluation, and teacher training appeared at all the levels named, although the need was primarily noted at the center level.

Areas of Success

Another area of the study focused on what efforts the centers viewed as being particularly successful in curriculum planning,

Table 12

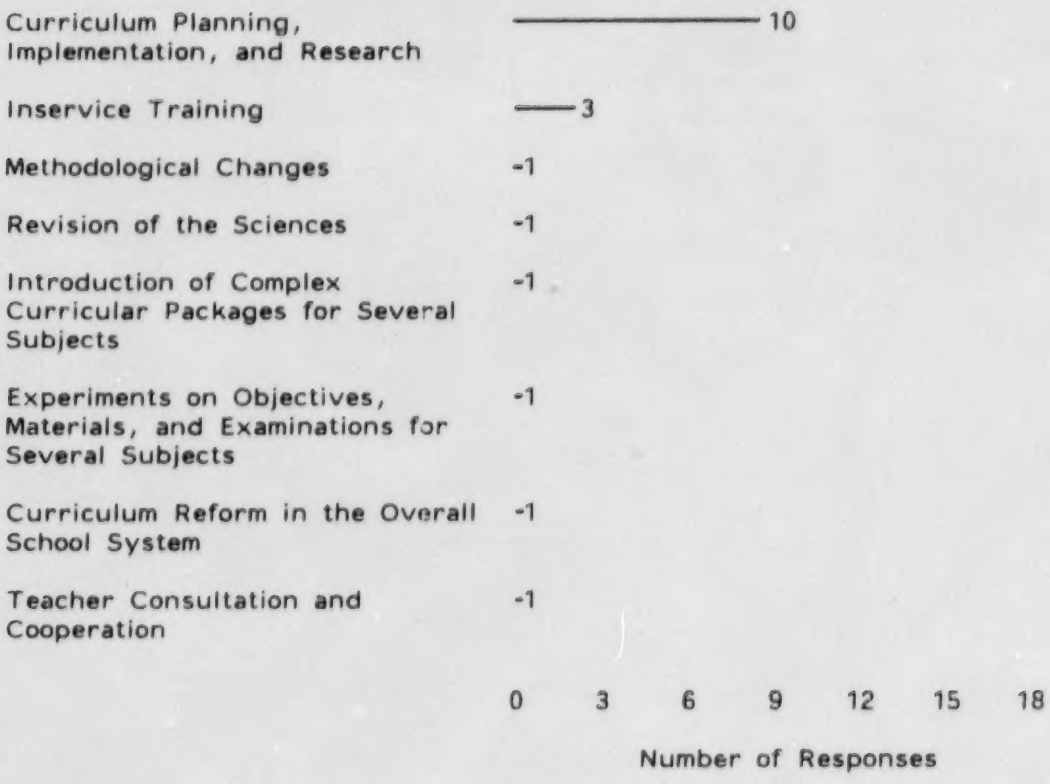
Areas in Which Other Personnel Need Training



implementation, and evaluation. Table 13 summarizes these responses. Slightly over half of the respondents indicated that success had been achieved in one or more of the general areas named above. In-service training was the only other area named by more than one respondent. Three saw this as an area of success. The other responses named various aspects of the implementation process, with one exception noting success in revising an area of the curriculum.

Table 13

Areas of Success

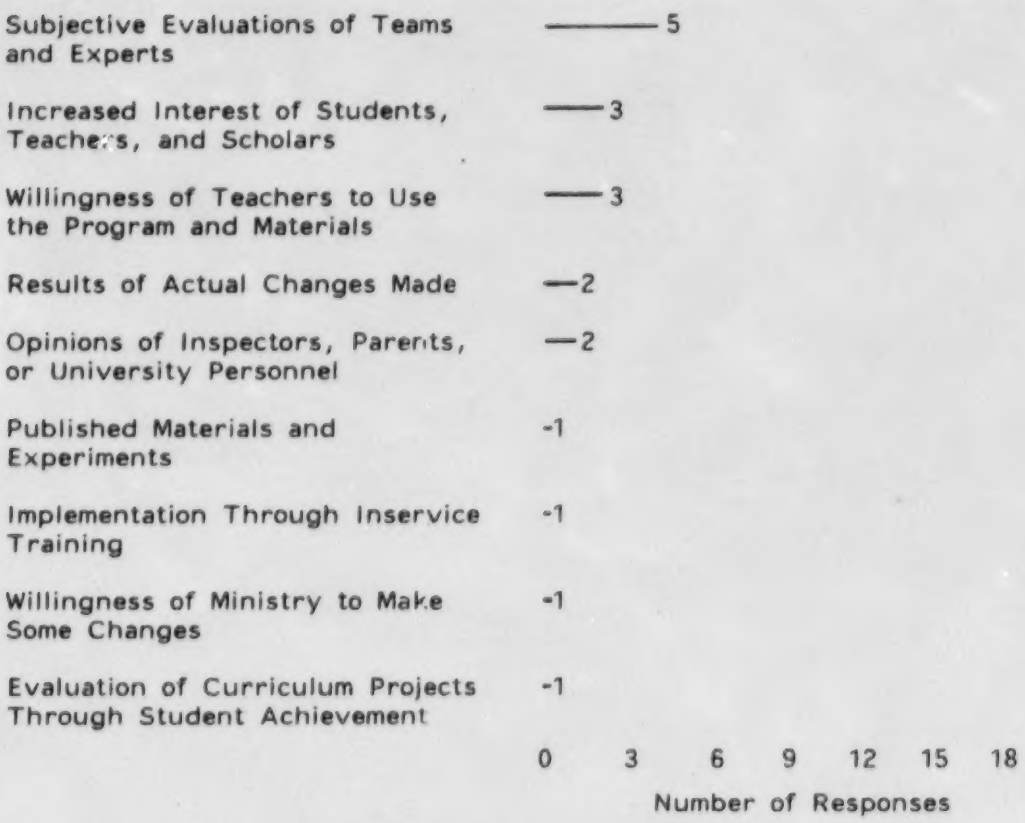


The criteria most often used to determine the above success areas were subjective evaluations such as reports by teams made up of various groups and opinions of experts. These criteria were reported

by five respondents, as shown in Table 14. Other subjective criteria used were increased interests of students, teachers and scholars; opinions of inspectors, parents, or university personnel; willingness of teachers to use the curricula; and willingness of the Ministry to make

Table 14

Criteria Used to Determine Success of Efforts



some changes. More objective data also were named in responses. It is interesting to note that only one respondent named student achievement as a criterion of success. In addition, actual changes made, the published materials, and implementation through inservice training were other criteria each named by one respondent for judging the success of the work of the centers.

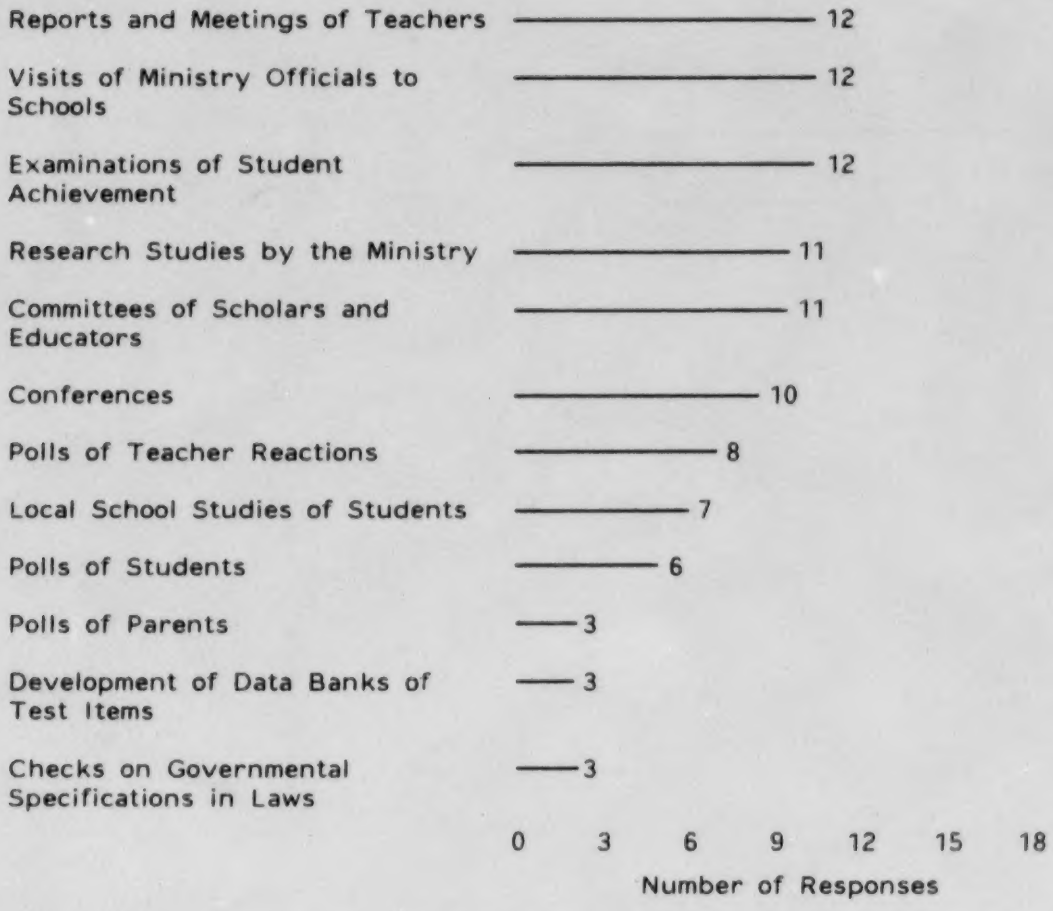
One question unaswered by the data is the extent to which the subjective criteria of interest, willingness to use curricula and opinions are systematically and rigorously obtained as significant aspects of the evaluation process. These types of data can be extremely important if carefully collected. It is interesting to note that data of any kind from students were named by only four respondents. Criteria for success usually named other significant people more directly involved in the work of the center. It is quite possible that the support of these other significant people is crucial to the work of the centers in various ways. The allocation of funds and personnel and the psychological support and acceptance of the work of the centers may depend more heavily upon the opinions and support of these significant persons and groups in a country than upon achievement by the students.

Evaluation of Centers

The respondents were asked to name specific processes used in evaluating the work of the center, a different concern than naming the success and problems of the center. The responses are summarized in Table 15. Although processes are not always specifically named, most responses suggest some. Scholars, educators, teachers, parents, or students were either polled or asked for their reactions through reports and meetings of some type. Conferences with unspecified people also were named. Several items suggest more objective processes to evaluate their work: student examinations, developing data banks of test items, and research studies. Three respondents evaluated their work by checking on governmental specifications in laws.

Table 15

Evaluation Processes Used to Evaluate Work of the Centers


Reports and Meetings of Teachers 12
Visits of Ministry Officials to Schools 12
Examinations of Student Achievement 12
Research Studies by the Ministry 11
Committees of Scholars and Educators 11
Conferences 10
Polls of Teacher Reactions 8
Local School Studies of Students 7
Polls of Students 6
Polls of Parents 3
Development of Data Banks of Test Items 3
Checks on Governmental Specifications in Laws 3
0 3 6 9 12 15 18
Number of Responses

Student achievement data and reactions of students to curricula were reflected more strongly in this question than when the respondents were asked about criteria for judging the success of their work. It would be interesting to know why this discrepancy occurred. One hypothesis has already been suggested--the support and commitment of significant persons and groups may be more important to the work of the center than are data regarding student accomplishments. It could also be a function of how the two questions regarding evaluation were

phrased, and even their placement in the questionnaire. The data do seem to suggest that student evaluation does occur, but it is not viewed as important a criterion for success as are the subjective opinions of significant people.

Although a question asked about the frequency with which evaluation processes occurred, the data were not consistently reported. The responses did seem to suggest that the above evaluation processes more often are conducted sporadically than on a regular or continuous basis. Data reported as being collected on a systematic basis were research studies by the Ministry, conferences, local school studies of students, reports and visits by teachers, visits by Ministry officials to schools, examinations of student achievement, and feedback from committees of scholars.

Needed Changes

When asked what changes need to be made in the center in order to more effectively conduct the work of the staff, respondents varied in their answers. No more than three respondents named the same needed change. The responses are summarized in Table 16. In general, the responses clustered in the following major categories: better support of several types for the center (financial, time, administrative, technical recognition, specialists, cooperation, and freedom); curriculum development processes; better relationships and coordination with other agencies, including international cooperation; certain specific types of activities (establishing experimental centers and a curriculum material center); interdisciplinary activities; and reorganizing the center. The above categories are arranged in descending order of frequency, with a range of items in each category from eight to four.

Table 16

Changes Needed to More Effectively Conduct the Work of the Center

Better Coordination of Curriculum Development Activities, Implementation, and Research	3
Curriculum Innovation	3
Close International Cooperation	3
Reorganization and Better Coordination of the Center	2
More Administrative and Technical Support	2
Cooperation and More Staff	2
Establishing Curriculum Materials Center	1
Declaring the Center to Be of National Importance to Better Facilitate the Work	1
Obtaining Legitimacy to Revise Curricula	1
More Subject-Oriented Curriculum Specialists	1
Long-Range Finance	1
More Time for Professional Consultation	1
More Interdisciplinary Activities in Projects	1
Closer Liaison with Educational Organizations and Colleges	1
Greater Similarities in Staff Training to Minimize Ideological Differences	1
Establishing Experimental Centers in Schools	1
Greater Freedom to Implement Programs, Along with Financial Control	1

0 3 6 9 12 15 18

Number of Responses

Ten who answered thought, or at least hoped, that the desired changes were possible to achieve in the near future; two were not sure; and one cited the existence of major constraints on the achievement of the needed changes.

Uniqueness of Centers

One question asked the respondent how he or she saw his or her center as being different from others, and a variety of ways was reported. Only one way was specifically named more than once: having a research and evaluation focus was named by two. The remaining items differed slightly but could be clustered into larger categories. Processes and work done in specific areas of curriculum accounted for five specific responses. The autonomy of the staff accounted for three different responses, and the status given center personnel accounted for two. The existence of a nonpolitical relationship of the center to the Ministry and the existence of other agencies involved in curriculum development each accounted for two types of specific responses given by respondents. Centralization and decentralization were each named by one respondent as being unique aspects of his or her center. All of the unique aspects named seemed to suggest a positive view of the work of the center and how it is being conducted. This is true when the characteristics reported contrasted each other, as in the response reporting a centralized form of decision making and in the response citing implementation of national curriculum with local freedom.

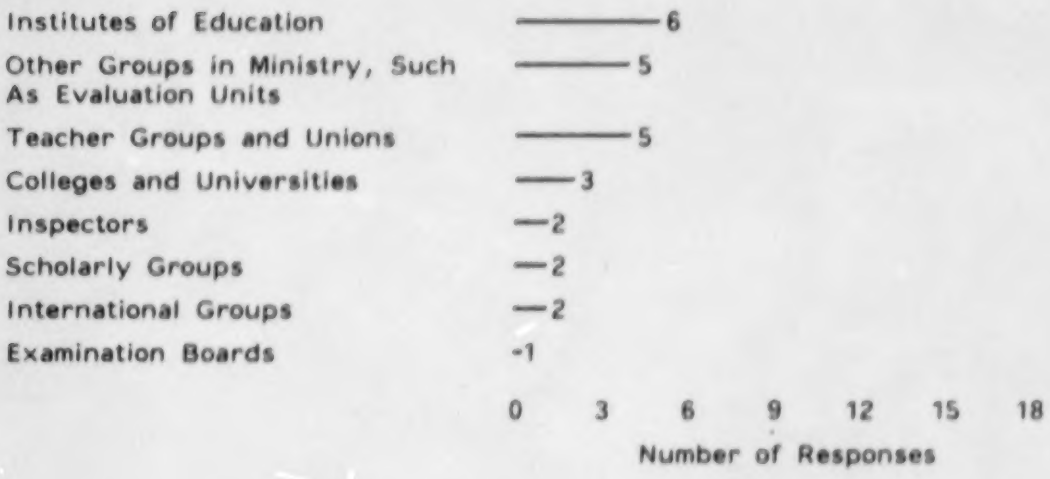
Levels of Decision Making

Specific questions on the levels of decision making as defined by Goodlad (1966) and Tyler and Klein (1973) (discussed in Chapter I)

were topics also included in the questionnaire. In addition to the data regarding decision making at the societal level discussed in the preceding section, one other question asked about groups other than the center which also were engaged in curriculum development activities. The responses are summarized in Table 17. With two exceptions, all of the responses indicated that the other groups involved in curriculum development were either with a governmental unit or with the colleges and universities. The two exceptions were scholarly groups and international groups. All of these groups are clearly the professional groups which directly engage in curriculum planning and development at a societal level.

Table 17

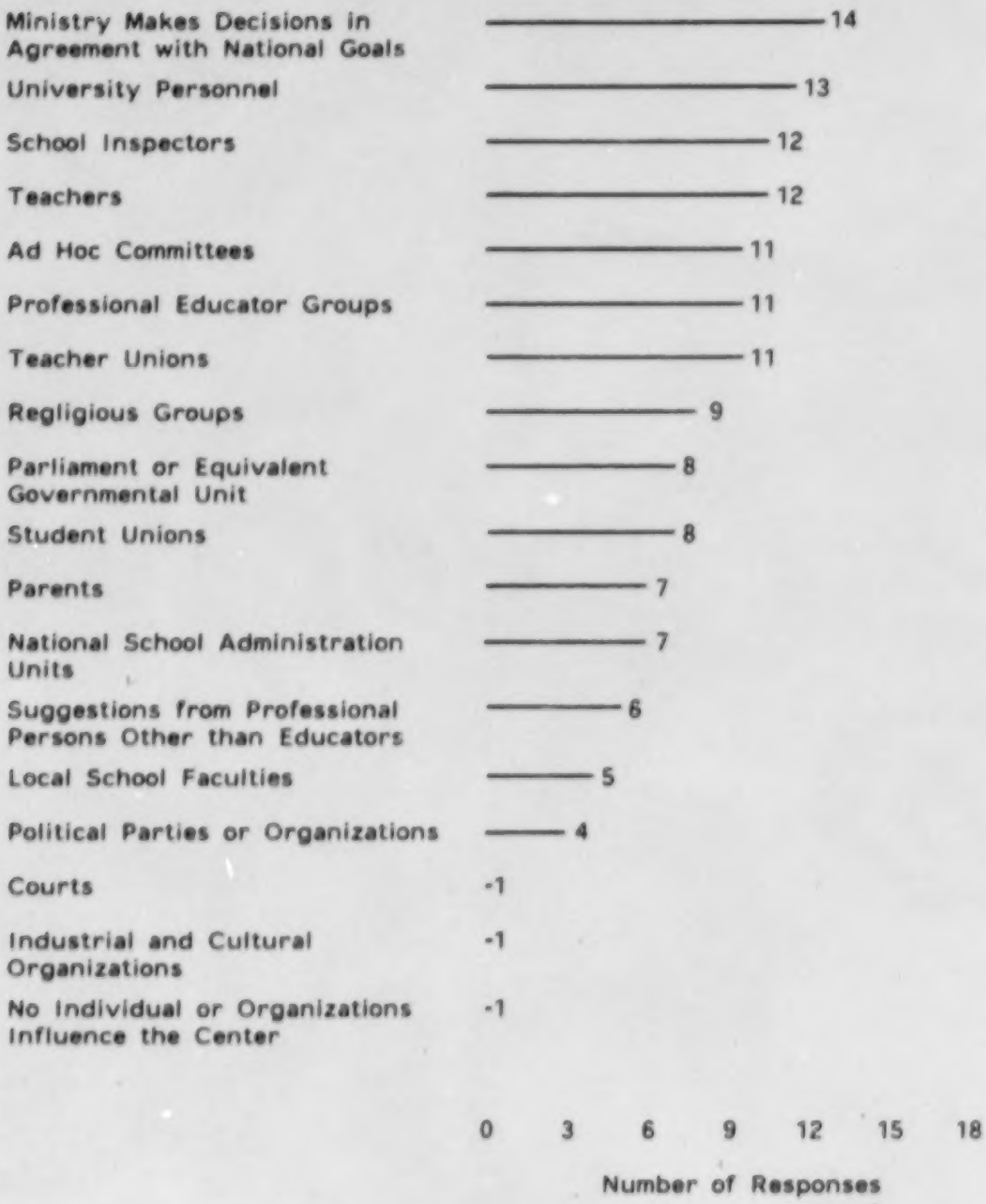
Other Groups Involved in Curriculum Development



Another question asking about groups influencing the work of the center was an attempt to determine a broader sphere of influence upon the center than the question in the preceding section on who determines the functions of the center. Table 18 shows the groups within

Table 18

Groups Influencing the Work of the Centers



the society at large which influence the work of the center. The Ministry, colleges and universities, and teachers appear to be the most influential. It is interesting to note, however, that more groups and a greater diversity of groups are noted in the responses to this question than to any other asking about curriculum development at the societal level. Over half suggested ad hoc committes influenced the work, but who might be included in those was not specified. More clearly, the responses citing religious groups, student unions, parents, professional persons other than educators, political groups, and industrial or cultural organizations suggest a much broader involvement in the work of the center at the societal level. When respondents were asked to indicate those groups possessing the greatest amount of influence, the Ministry and governmental units were named as having the most influence upon the work of the centers (ten centers); subject panels of experts (four centers) and teacher unions (four centers) were viewed as having considerable influence. Also named as having considerable influence were inspectors (two centers), university personnel (one center), and school board associations (one center). The greatest influence at the societal level seems to be concentrated in the hands of the government, universities, scholars, and teachers.

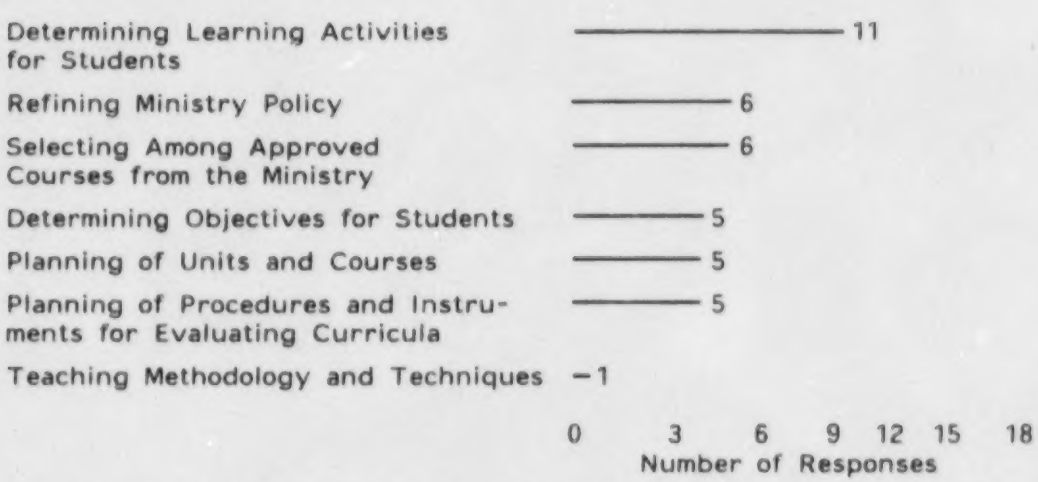
Institutional Level of Decision Making

The respondents reported that virtually all schools used the results of the center's curriculum planning, particularly in the elementary schools. Curriculum development activities also occur in the local schools--the institutional level of decision making. The curriculum activities reported are summarized in Table 19. Approximately one-third of the respondents clearly reported in two different

responses that activities conducted at the institutional level are primarily refinements of work done at the center level: refining Ministry policy and selecting among Ministry-approved courses. Over half the respondents reported that development of learning activities occurs at the institutional level. Even this could be an extension of work done at the centers, however, when it is noted that less than one-third of the respondents report planning of objectives and units at

Table 19

Curriculum Activities Conducted at the Institutional Level



the institutional level. The development of learning activities at the institutional level could be in relation to the objectives and units planned at the centers. The other items reported also may be extension and refinement of work done at the centers. It is interesting to note that three of the questions raised by Tyler as being essential to curriculum planning--defining objectives, selecting learning experiences, and evaluating the curriculum--are being dealt with at the institutional level to some degree; but organizing the curriculum does not appear to be an institutional activity.

Eleven respondents reported that curriculum development in no subject areas occurred at the local school level, while four reported that at least some work occurred there in all subject areas. Two reported that planning occurred at the institutional level in only selected areas: art, physical education, and the social sciences. What work does occur at the institutional level clearly appears to be limited in scope in terms of types of activities and subject areas of the curriculum.

One question asked about the influence of various groups at the institutional level. A large number of respondents said that no group had significant influence. The input of supervisors, decisions by groups of teachers, and decisions by individual teachers were each reported by two centers as having great importance in planning at the local school level. Individual teachers, groups of teachers, principals, and advisors were named by five to ten centers each as having significant to moderate influence. Inspectors, advisors, and supervisors had moderate to little influence over curriculum decisions at the local school level as reported by five to ten centers, while parents and students were reported to have the least influence.

The official planning which occurs at the centers in most subject areas is largely carried out at the local school level, refined somewhat; but it still is the major curriculum plan for the schools. For only less than a third of the sample does it appear that any comprehensive curriculum development occurs at the institutional level.

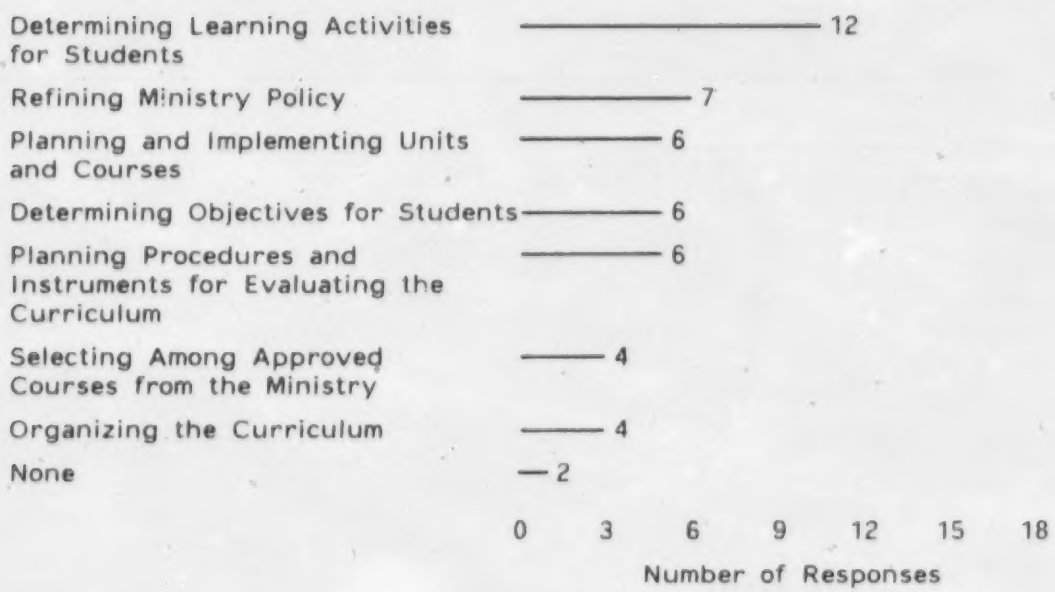
Instructional Level of Decision Making

At the instructional level of decision making, the individual teacher was reported as engaging in an array of curriculum development

activities similar to those at the institutional level. These activities are summarized in Table 20. One-third of the respondents named items which clearly suggest that some original planning occurs at the instructional level. The other responses seem to suggest that teachers primarily build upon the work done at other levels--in particular, the work of the Ministry. It is also interesting to note that all four of the necessary activities defined by Tyler are conducted to some degree at the instructional level, as reported by respondents at the curriculum centers.

Table 20

Activities Engaged in at the Instructional Level

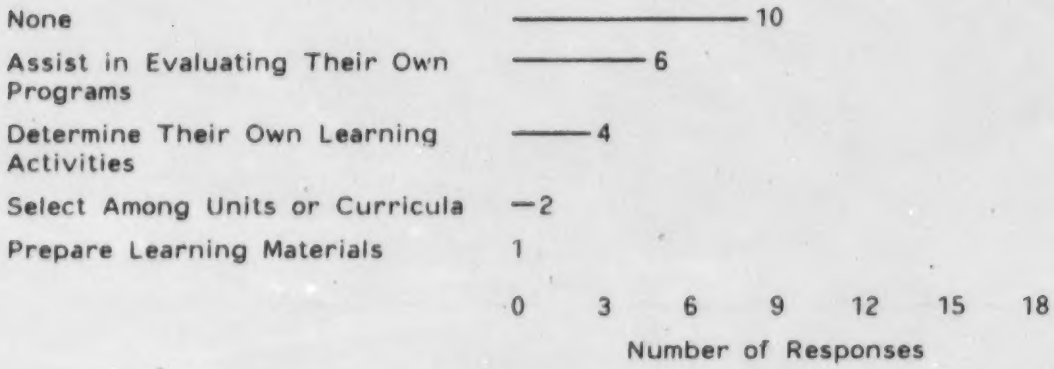


Personal Level of Decision Making

Slightly over half of the respondents reported that the pupils have no decision making power in curriculum planning (see Table 21). The other responses which named specific activities seem to suggest

Table 21

Activities Engaged in at the Personal Level



that where students do engage in curriculum development at the personal level, the types of activities are closely related to work done at a more remote level. The meaningful involvement of students in helping to plan and implement their own curriculum does not appear to occur to any significant degree, based on our sample of curriculum centers.

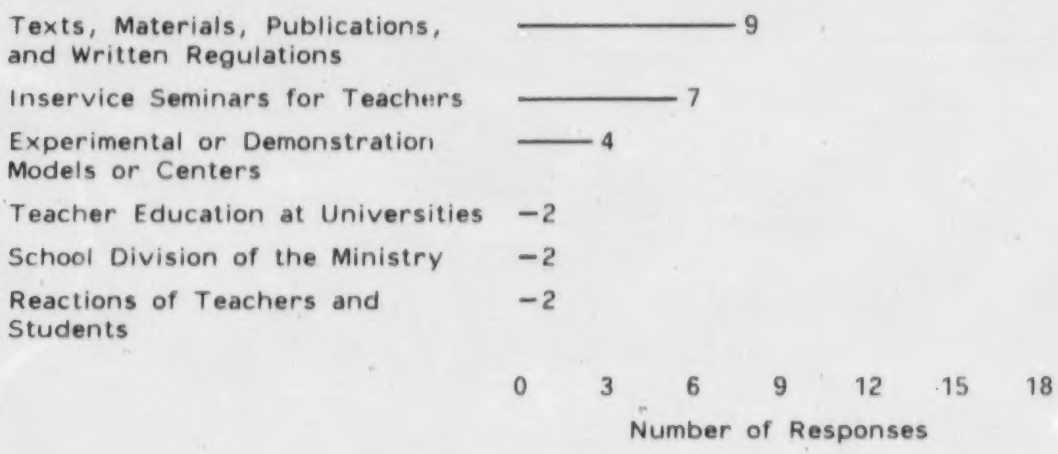
One additional question sought to find out if there were other levels at which curriculum development activities occurred. The levels named would seem to be included at the societal decision making level as defined by Goodlad (1966): province or municipal level (two centers), interschool planning for extracurricular activities (one center), and departments of higher education (one center). Seven respondents reported that there were no other levels of curriculum development other than those specifically named in the questionnaire.

Since it is reasonable to assume that curriculum development at the center would be disseminated and implemented to some degree at

other possible levels, a question was asked of the respondents as to how this gets done. Half of the respondents indicated a reliance upon a written format (see Table 22). A number of other respondents named items which strongly suggest that they emphasize ways in which process may be used in addition to written products. Fifteen responses naming inservice seminars, experimental or demonstration centers, teacher education, and the work of the school division of the Ministry strongly suggest that processes such as demonstrations and personal involvement of the teachers are an important aspect of the implementation of curricula.

Table 22

Ways of Implementing Work of Centers in Curriculum Development



Organization of and Choices Among Curricula

The organization of the curriculum, as reported, is predominantly around the traditional disciplines such as mathematics, history, and the sciences (16 centers). The integrative approach of combining several disciplines within a unit of study was reported by eight respondents. The uses of concepts, processes, issues or problems

were named by four respondents as the organizational pattern of the curriculum. The extent to which this approach is based on the disciplines or an integrative design is not clear from the data.

Most centers (14) conduct curriculum planning in all subject areas. Two respondents indicated that only selected areas (arts, social sciences, foreign languages, physical education, and a specific area of cultural studies) were their concern. One respondent reported that most subject areas were planned and developed at his or her center, while one reported that none was.

Alternative curricula were planned by three of the centers, with one additional center reporting plans to do this. Six reported providing alternative curricula only for the secondary level. Four respondents reported that no alternative curricula are available to the schools. It appears that curriculum planning at the center level provides limited choices for those who use this work at other levels of planning. The importance of this generalization becomes evident when viewed against the prior discussion of the influence of center-based curriculum development throughout the country.

Chapter IV

SUMMARY AND NEEDED RESEARCH

This report attempts to summarize findings from a study of curriculum centers in 18 countries. It should be made very explicit that the respondents for this study were representatives of curriculum centers at a societal level of decision making, and it is their perceptions and beliefs about what is occurring on which this study is based. No attempt was made to contact any other persons in the countries to obtain any other perceptions of curriculum such as those suggested by the Study of Schooling, U.S.A. (see discussion in Chapter I).

The societal level of decision making appears to have a very substantial influence on what is taught in schools. Further, the national governments, though direct activity of legislators or through Ministry control, appears to be the greatest single source of influence. This is in contrast to a lesser role of the federal government, except for specific spheres of influence, in educational affairs in the United States, for example. This relationship to the national government is not surprising, of course, for most of the countries in the sample had a "national" curriculum center.

The local school and the teacher, as representatives of the institutional and instructional levels of decision making, do not engage in much curriculum development. They are engaged in a limited number of activities when compared to the societal level. Griffin (1979) has documented the lack of curriculum development at the

institutional level in the United States. Data from this study suggest that the lack occurs in other countries also, and that any work done at the institutional level is largely a refinement of work done at the societal level.

The individual student as a decision maker in curriculum is almost completely unused. The array of activities reported as being conducted by the individual student is considerably smaller than for any of the other levels of decision making. The activities also appear to be refinements of planning from other levels. Further, not often does it appear that students are a prime data source for decisions to be made in curriculum development at any level. The major category usually reported which reflected students being a data source was achievement tests--something usually done to the student rather than something under the student's control and direction. It is also something done at the completion of a curriculum, not in the planning and implementation stages.

Parents, too, either as decision makers or as sources of input in making curriculum decisions, appear to be virtually unused. Although many of the societal groups undoubtedly are composed of parents, the professional concerns at the societal level clearly appear to dominate curriculum development. This situation is interesting in that it contrasts with the trend in the United States of increasing parental involvement in the work of the local school.

The groups which potentially influence curriculum decision making at the societal level were numerous, but not very diverse in their membership. Most respondents reported at least several organized groups as having some degree of influence on curriculum development

work in the centers. Thus, while the actual work of developing curricula is largely in the hands of professional educators, other professional and lay publics do appear to have some limited influence over the work of the centers. The lay public as reported by the respondents of the study tend to reflect the professions much more than any other societal groups.

The levels of decision making as proposed by Goodlad (1966) and Tyler and Klein (1973) suggest an array of people who might, and sometimes do, play a part in curriculum development. The data from this study, as do some data in the United States (Griffin, 1979), suggest that the conceptual schema used as bases for this report are not used in a comprehensive way. The societal level is a heavily used source for curriculum decision making, but still selective in terms of who is included. The institutional, instructional, and personal levels are usually very little used. All of these levels of decision making are reported in this sample as being used in a restricted and incomplete fashion. Only a few of all possible groups at the societal level are consulted, and most appear to have limited influence. The groups and individuals represented in the remaining three levels of decision making are involved in only a few of the entire array of tasks included in a comprehensive rationale for curriculum development.

It must be made clear, of course, that the conceptual systems used in this study and discussed in Chapter I do not present a value system in terms of who ought to be included in decision making, although each author certainly must have his or her own preferences. They simply point out the potential sources which can be used in curriculum decision making. They do not prescribe which ones ought

to be used. It is the responsibility of those with the primary charge of curriculum development to decide who gets involved, in what capacity, and in what tasks. The conceptual systems identified in this report might become the objects of extended study for those interested in engaging in further examination of how curricula are developed within their own countries. A part of such a study must be, of course, the extent to which the groups and individuals such as parents, teachers, and students want to be included in the processes of curriculum development. Some groups may well decide that curriculum development ought to be outside their realm of responsibilities and should be left to designated groups. Such knowledge could help facilitate the work of those who have prime responsibilities for planning and implementing curricula.

The questions which Tyler proposed to guide curriculum planning appear to have some universality in curriculum development. There was considerable similarity in the tasks undertaken by the centers, and most of the tasks were directly related to curriculum development activities. The tasks also could be easily identified with the questions posed by Tyler (1949). As noted in the preceding chapter, however, these tasks may not be conducted as comprehensively within a single center as they should be when reviewed in light of the process outlined by Tyler (1949). If this process of curriculum development is accepted as a model to direct needed activities, a careful study of how it is used in each center might result in a more rigorous and comprehensive plan to guide curriculum development.

It is clear from the data that most centers exert considerable influence on the schools of each country. It is certainly the perception

of the respondents that the work of the centers is used very extensively throughout the country. Most of the efforts and personnel of the centers are directed primarily into the development of a single curriculum in most subject areas. There were only a few examples cited of alternative curricula being developed. The attempt of the centers seems to be to produce one good curriculum in each subject area, with the expectation that these, then, will be implemented in most of the schools throughout the country. Another possible study might focus on how relevant these curricula are for various sections of the country to determine the need, if any, for alternative curricula to more adequately meet the needs of particular regions.

There appears to be a lack of empirical data in the evaluation processes utilized by centers for studying their efforts. Achievement test data and experimental studies are mentioned in the responses, but not with any great frequency. While there are certainly difficult problems in obtaining such data, these types would make a contribution in balancing the other types of data which the centers seem to draw upon rather extensively. This assumes, of course, that all data are collected systematically and as rigorously as possible. A possible extension of this report would be a study of the methodologies used in the evaluation data collected by the centers. Out of such a study could come a clearer picture of how data are collected and possible steps to be taken to improve the processes.

As a part of this study, or perhaps as a separate one, it also would be interesting to know over what periods of time data are collected for the purpose of deciding whether to revise existing curricula or to develop new ones. The most significant changes in

human behavior anticipated through the schooling process usually occur over a rather long period of time. Some changes can be documented over a short span of time, such as recall of information, computing long division problems, or learning specific phonetic sounds and symbols of a language. While these are important changes contributing to the development of an educated person, few schools and countries would accept these as the long-range changes desired as a result of schooling. An informed, critical perception of the relationship between humans and their environment, creative problem solving, and the development of an open mind to new data are likely to be more representative of the kinds of long-range changes in human behavior which curricula are expected to help develop. Yet these changes require much more than a year for any significant and lasting growth to occur in the students. Thus, the kinds of data collected by the centers to evaluate their work should include the longitudinal development of more pervasive, desired changes as well as the more specific, immediate outcomes which might be expected of a one semester science or math curriculum.

One recurring theme in the data was the need for professional personnel with preparation in curriculum development and research. This need appeared to be a significant one for many of the respondents. Other needs cited seemed to emphasize ideas and specific areas of expertise more than financial needs, although both are clearly interrelated. An international structure such as that proposed for the International Curriculum Organization could help provide these valuable resources. Opportunities could be provided under the auspices of an international group for up-dating the knowledge and

skills of center personnel, for the exchange of information as to the problems being confronted and success areas being achieved by the centers, and for examining curricular plans and materials being developed from a variety of perspectives. These undoubtedly would be viewed as extremely valuable opportunities to those involved in the challenging problems and dilemmas which confront curriculum workers in any country.

As the data reported in Chapter III are carefully examined, a strong impression emerges to the effect that the processes used in curriculum development consist of a one-way street from the Ministry, university, and center down to the local school, to the teacher, and finally to the student. There do not appear to be many opportunities for the local concerns of faculties, parents, and students to be communicated to those most involved at the very influencial societal level of curriculum development. The opinions and reactions of teachers and students appear in responses to a variety of questions, but the data do not indicate how systematically and rigorously these are collected. This could be a crucial variable in the communication process, and one in need of further study. The responses given in the questionnaire do suggest rather clearly, however, that schools, teachers, and students may be more passive recipients than active agents in the processes of curriculum development.

Many of the centers reported some work being done in the implementation of the planned curricula after they leave the center. Many respondents indicated some concern over the implementation, but it did not seem to receive the emphasis that planning activities received. This could be a reflection of how the questionnaire was

constructed, even though suggestions were solicited to help make it reflect all the activities of the centers. If it is true that implementation activities receive less attention, this would suggest an area in need of further study. Unless the curricula which may have been carefully and expertly developed at the center get implemented as planned in the classrooms of the nation, the education of students will not proceed as desired.

The work done by the Study of Schooling, U.S.A. and reported in the first chapter, suggests a model to guide the collection of additional data to more thoroughly study curriculum decision making. (For further elaboration, see Goodlad, Klein, & Tye, 1979.) The present study reports the perceptions of a single person in each country--undoubtedly a very influential person, heavily involved in curriculum development at the societal level. The framework being used by the Study of Schooling identifies several other needed perspectives, however: teachers, students, and a trained, impartial (to some degree) observer. If curricula are to be studied from a comprehensive rationale, these additional perspectives are needed. The data in this study need to be augmented by the perceptions and beliefs of these people in each of the countries in the sample. This additional data would be invaluable in understanding more clearly how curricula get planned and implemented.

It is with humility that these additional research studies are suggested. When the resources of the centers are viewed against the number of tasks and the importance of the work of the centers, the resources available to them appear to be very limited. An array of very important activities which have great influence throughout the

countries is being conducted without great resources to help get them done. In the hope, however, that what is being done already can always be improved, other possible studies have been suggested which could be conducted by the centers, some perhaps with few additional resources.

In spite of the problems confronted and the very limited resources reported by the centers, there appears to be an optimism pervading the responses of the participants in this study. They expect their problems to be resolved and perceive that their curricula are being used. They view their uniqueness as positive and desirable; and most of all, they see their efforts as important enough to be the object of study, even though an extensive questionnaire took valuable time away from pressing duties. It is with sincere appreciation for the efforts of each respondent that the data in this study are reported. Such optimism and dedication are invaluable resources to any country.

The influence and significance of the work of the centers are clearly indicated in a variety of ways thoughout the data. Along with this influence and significance, enormous dedication to the tasks of planning curricula for the children and young people of each country is evident. It is certain that the staffs of the centers need the best knowledge and resources which can possibly be made available to them. It is hoped that the findings and observations contained in this report will be a resource to the centers. The tasks of the centers are vital to the education of the young; all available resources must be brought to bear upon their work.

BIBLIOGRAPHY

Tyler, Ralph W., Basic Principles of Curriculum and Instruction, University of Chicago Press, Illinois, 1949.

Goodlad, John I., with Maurice N. Richter, Jr. The Development of a Conceptual System for Dealing with Problems of Curriculum and Instruction. Report of an inquiry supported by the Cooperative Research Program of the Office of Education, University of California, Los Angeles, and Institute for Development of Educational Activities, 1966.

Hill, Henry W. "Societal Decisions in Curriculum." Chapter IV in Goodlad, John I., and Associates, Curriculum Inquiry: The Study of Practice. McGraw-Hill, New York, 1979.

Griffin, Gary A. "Levels of Curriculum Decision-Making." Chapter III in Goodlad, John I., and Associates, Curriculum Inquiry: The Study of Practice. McGraw-Hill, New York, 1979.

Tyler, Louise, and M. Frances Klein. "Either/and Not Either/Or." Paper presented at the American Educational Research Association meeting, New Orleans, Louisiana, February 1973.

Goodlad, John I. "What Goes on in Our Schools?" Educational Researcher, Vol. 6, Number 3, 3-6, March 1977.

Goodlad, John I., M. Frances Klein, and Kenneth A. Tye. "The Domains of Curriculum and Their Study." Chapter II in Goodlad, John I., and Associates, Curriculum Inquiry: The Study of Practice. McGraw-Hill, New York, 1979.

Report of the Internaional Seminar for Advanced Training in Curriculum Development and Innovation, held in Gränna, Sweden, July 5-August 14, 1971. International Association for the Evaluation of Educational Achievement, Stockholm, Sweden.

The International Curriculum Organization. Mimeographed report, December 1972.

APPENDIX A

QUESTIONNAIRE TO REPRESENTATIVES OF CURRICULUM CENTERS

A Survey Initiated at the Organizational Meeting of the International Curriculum Organization

Paris, France, December, 1972

1. What are the primary purposes, aims or functions stated for your center, if any? (Please send printed statement, if available.)

   Who determines them?

   _____ Members of Parliament or Central Government

   _____ Ministry of Education

   _____ Advisory committees of educators

   _____ Advisory committees composed of educators and lay people

   _____ Ad hoc committees

   _____ Local school councils

   _____ Local school faculties

   _____ Other (please specify)

   How are they determined?

   _____ Governmental law or policy

   _____ Decision by reports to Ministry

_____ Reports and research by scholars

_____ Reports by teachers or school inspectors

_____ Needs assessment of schools

_____ Other (please specify)

2. Describe the organizational structure of your center, or a coordinated system for curriculum development and research; Please include an organizational chart and other explanatory documents (in English, if possible).

3. Are there any other groups or units in your country engaged in curriculum activities? If so, indicate your relationship to them (working councils, teacher unions, scholarly groups--mathematicians, scientists, etc.--national school administration units other than Ministry of Education, etc.).

4. What individuals or organizations give directives or suggestions to you for curriculum activities?

_____ Parliament or an equivalent governmental unit

_____ Ministry makes decisions in agreement with national goals

_____ National school administration units

_____ Teacher unions

_____ Professional educator groups

_____ Political parties or organizations

_____ Religious groups

_____ University personnel

_____ School inspectors

_____ Local school faculties

_____ Suggestions by professional persons other than educators

_____ Ad hoc committees

_____ Teachers

_____ Parents

_____ Student unions

_____ None

_____ Others (please specify)

5. How would you assess the importance of each of these contributors from an overall perspective?

6. What kinds of activities in regard to the curriculum occur at the individual school level?

_____ None

_____ Refining Ministry policy

_____ Selecting among approved courses from Ministry

_____ Determining own objectives for students

_____ Determining own learning activities for students

_____ Organizing the curriculum

_____ Planning procedures and instruments for evaluating the curriculum

_____ Planning units and courses

_____ Complete freedom in curriculum planning and development

_____ Other (please specify)

7. In what subject areas of the curriculum does planning occur at the individual school level?

_____ All areas

_____ None

_____ Selected areas (please state them--arts, sciences, social sciences, language arts, foreign languages, physical education, archeological sites, environmental studies, etc.)

8. How are the subject areas organized in the curriculum?

_____ Disciplines

_____ Concepts

_____ Processes

_____ Integrative approach

_____ Issues or problems

_____ Other (please specify)

9. How much do each of the following groups contribute to planning at the individual school level?

Rate importance of contributions for each group (5 very important, 1 of least importance)

____	Supervisors	5 4 3 2 1
____	Inspectors	5 4 3 2 1
____	Faculty decisions	5 4 3 2 1
____	Decisions by groups of teachers	5 4 3 2 1
____	Principal decision	5 4 3 2 1
____	Decision by individual teachers	5 4 3 2 1
____	Advisors	5 4 3 2 1
____	Parents	5 4 3 2 1
____	Students	5 4 3 2 1

10. What kinds of activities in regard to the curriculum are carried out by the individual teacher?

____ None

____ Refinement of Ministry (or equivalent) policy

____ Determination of own objectives for students

_____ Determining own activities for students

_____ Selecting among approved courses from Ministry (or equivalent)

_____ Organizing the curriculum

_____ Planning and implementing own units and courses

_____ Planning procedures and instruments for evaluating the curriculum

_____ Complete freedom in curriculum planning and development

_____ Other (please specify)

11. What kinds of activities in regard to the curriculum are done by the student?

_____ No decision-making about the curriculum

_____ Setting his objectives

_____ Determining learning activities

_____ Preparing own learning materials

_____ Organizing his curriculum

_____ Assisting in evaluating his own progress

_____ Selecting among several units or curricula

_____ Other (pleas e specify)

12. Are there other levels at which activities occur in regard to curricula (e.g., municipal level)? Please state what kind of activities occur at each level named.

13. In what subject areas of the curriculum does your center carry out planning and development?

_____ All areas

_____ None

_____ Selected areas (please state them--arts, sciences, social sciences, language arts, foreign languages, physical education, environmental studies, etc.)

14. Are alternative curricula available to the schools? In what areas? How are they approved?

15. What process, if any, is used by your center to evaluate the curriculum work done?

	How often?
_____ Research studies by Ministry	_____
_____ Conferences	_____
_____ Local school studies on pupils	_____
_____ Reports and meetings by teachers	_____
_____ Visits by Ministry officials to schools	_____
_____ Examinations of student achievement	_____
_____ Committees of scholars (mathematicians, scientists, etc.) and educators	_____
_____ Checking on governmental specifications in laws	_____

How often?

_____ Questionnaires or polls for reactions of

_____students ___teachers _____parents _____

_____ Data bank test items _____

_____ None _____

What percentage in the country?

16. How many schools use the results of the curriculum development in which your center or institute participates? _____

How many teachers use the results of your curriculum development? _____

How many students use the results of your curriculum development? _____

17. How often is a curriculum area reviewed and updated within your center?

_____ Every 1-5 years

_____ Every 10-20 years

_____ Sporadically

_____ Continuously

_____ Other (please specify)

Please give specific examples, if possible, when major subject areas were updated and what criteria were used in making the decision to update the curriculum.

18. How many people are on your staff whose major responsibilities are curricular activities?

Professional people (actual number of personnel):

Full time _____

Part time _____

What are their major responsibilities and how many people are charged with each responsibility?

Support nonprofessionals (actual number of personnel):

Full time _____

Part time _____

Total size of staff concerned with curriculum development: _____

19. How is your center funded (indicate amounts in U.S. dollars given by each source):

	Over what period of time?
_____ Government funds	_____
_____ Grants from other agencies	_____
_____ International agencies	_____
_____ Income from sales of materials developed and published	_____
_____ Other (please specify)	_____

20. What kinds of data about the curricula you develop are collected by your center?

		How often?
_____	Teacher reactions about curricula	_____
_____	Achievement test data	_____
_____	Student reactions	_____
_____	Parental reactions	_____
_____	Follow-up studies on student success as adults	_____
_____	Lay council reactions	_____
_____	Critiques and reviews in professional and other publications	_____
_____	Scholars' reactions to curriculum	_____
_____	Needs assessment of schools	_____
_____	Advice from scholars and leading educators about curriculum building	_____
_____	Impact of center upon local schools	_____
_____	Other (please specify)	_____

21. Indicate the activities conducted in your center

_____ Planning of curricular units work

_____ Preparation of teacher materials to achieve objectives set by the Ministry

_____ Preparation of student materials to achieve objectives set by the Ministry

_____ Determination of educational objectives

_____ Refinement of educational objectives

_____ Conduct of educational research

_____ Preparation of tests for students

_____ Collection of curriculum evaluation data

_____ Surveys or needs assessments of local schools

_____ Training of

- _____ own staff
- _____ project staffs
- _____ teachers participating in various try-out stages
- _____ teachers who disseminate materials
- _____ teachers in local schools

_____ Maintain a resource library of materials

_____ Logistics of equipment (in sciences, agriculture, arts and crafts, etc.)

_____ Supervision of implementation of new curricula in pilot schools

_____ Supervision of implementation of new curricula in all schools

_____ Clearinghouse for disseminating information

_____ Coordination of activities in other centers for curriculum development

_____ State any other not in this list

22. In what areas do you most need assistance in training and at what level?

	Ministry Personnel	University Personnel	Center Personnel	National Board of Education Personnel	Teachers	Other (specify)
Subject matter	___	___	___	___	___	___
Curriculum specialists	___	___	___	___	___	___
Teacher training	___	___	___	___	___	___
Research specialists	___	___	___	___	___	___
Evaluation specialists	___	___	___	___	___	___
Other (please specify)	___	___	___	___	___	___

23. How do you provide for the implementation of the curriculum work done in your center into the classrooms?
24. What are the major issues or problems which your center faces now?
25. What are the major issues or problems which your center may face in the future?
26. In what areas of curriculum planning, development, implementation and evaluation have you been most successful?
27. What criteria did you use to determine that these were areas of success?
28. What changes, if any, need to be made in your center in order to help you more effectively attain your goals or perform your functions?
29. Are the above changes possible for you to achieve in the near future?
30. What are your most immediate professional needs?
    (Indicate potential sources of help in solving these needs.)
31. What are your long-range needs?
    (Indicate potential sources of help in solving these needs.)
32. How do you consider your center to be unique from most other curriculum centers?
33. Please record any comments or observations about your center which you believe are important but not included in this questionnaire.

APPENDIX B

RESPONDENTS FOR THE STUDY

Chile:
Mr. M. Leyton, Director
Centro de Perfeccionamiento
Experimentacion e Investigaciones Pedagogices
Correo 10 - Lo Barnechea
Santiago, de Chile

Ethiopia:
Mrs. A. M. Zelleke
P. O. Box 5556
Addis Ababa, Ethiopia

Finland:
Mr. K. Leimu
Institute for Educational Research
University of Jyväskylä
Jyväskylä, Finland

Ghana:
Mr. A. F. Menka
Curriculum Research and Development Unit
Ministry of Education
P.O. Box 2739
Accra, Ghana

Hungary:
Dr. E. Baller
Department of Public Education
Ministry of Cultural Affairs
Budapest 503 Pf.1
Hungary

India:
Dr. G. N. Kaul
National Institute of Education
F 72, Green Park
Sri Aurobingo Marg
New Delhi - 16, India

Iran: Mrs. Touran Mirhadi
Research and Curriculum Development Center
Ministry of Education
Khreadmand Shomali Avenue
Poorzand Lane No. 1
Tehran, Iran

Israel: Dr. Shevack Eden, Director
Curriculum Center and Curriculum Division
Ministry of Education and Culture
4 Mamilla Street
Jerusalem, Israel

Japan: Mr. Shuji Himata
National Institute for Educational Research in Japan
6-5-22 Shinomeguro/Meguro-ku
Tokyo, Japan

Kenya: Mr. G. P. Oluoch
Ministry of Education-Inspectorate
P.O. Box 30426
Nairobi, Kenya

Korea: Dr. Yung Dug Lee, Director
Korean Education Development Institute
88, Kyungun-Dong, Chongro-Ku
Seoul, Korea

Malyasia: Mr. Chew Tow-Yow
Schools Division
Ministry of Eduation
Federal House
Kuala Lumpur, Malaysia

New Zealand: Mr. J. A. Ross
Superintendent, Curriculum Development
Department of Education
Private Bag
Governmental Buildings
Wellington, New Zealand

Norway: Mr. H. Egilsson
University of Oslo
Department of Education
Oslo, Norway

Spain: Mrs. Beatriz Lopez
Inspeccion Ensenanza Primaria
Alvarez Quintero 38
Sevilla, Spain

Swden: Mr. Rolf Malmberg
Skolöverstyrelsen
S1 Röd D854
106 - 42 Stockholm, Sweden

Thailand: Mr. Charoon Vongsayanha
Department of Educational Techniques
Ministry of Education
Bangkok, Thailand

Venezuela: Professor A. Balbuena Paz
Direccion de Control y Evaluacion
Division de Curricula y Projectos
Ave. Mexico-Edif. Tequendama Of. 40
Caracas, Venezuela